



2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Erin Solomon, Compliance Specialist, prepared this 2023-24 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 East Harlem (NYCACS East Harlem or NYCACS EH) is a comprehensive educational program that serves the needs of individuals diagnosed with severe to moderate autism. As such, NYCACS East Harlem offers a low student-to-teacher ratio (1:1 in most classrooms) and utilizes a well-rounded, functional curriculum that enables a high level of individualized and differentiated instruction. Data are collected to ensure that learning is taking place and, if not, to allow for timely and focused problem solving. In addition, family involvement is strongly encouraged with school observations (including clinic and planning meetings), home visits, and parent/caregiver training offered to all.

Opened in 2005, the school was initially authorized by the NYC Department of Education to serve 28 students with severe to moderate degrees of autism ages 5-12 years in an ungraded setting. The school received full five-year charter renewals in 2010, 2015, 2020, and 2022. Total size and ages served were adjusted as part of each renewal application. The school now operates as one of two schools under the SUNY CSI authorized NYC Autism Charter Schools Education Corporation along with its sister school, NYC Autism Charter School Bronx, with the most recent charter extension issued through July 31, 2027. The school currently serves 40 students with autism, ages 5-21.

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

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

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

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standardized curriculum materials (e.g., Everyday Mathematics, Foundations) may be adapted for use with particular students. Data collection informs all decision-making. Educational goals for each student are developed as part of the student’s IEP and skill acquisition list (updated quarterly), with voluntary parental input playing an integral role in program design.

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

The approved NYCACS East Harlem Accountability Plan identifies seven goals and 35 measures specifically designed to assess the school’s success in meeting the needs of its students with severe to moderate degrees of autism and their families, in addition to an outreach and fiscal soundness goal and ESSA goal. Progress toward each of those goals and measures for the 2023-24 school year is set forth below.

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 | | | | | | | | | | | | | | 33 | 33 |
| 2018-19 | | | | | | | | | | | | | | 40 | 40 |
| 2019-20 | | | | | | | | | | | | | | 40 | 40 |
| 2020-21 | | | | | | | | | | | | | | 40 | 40 |
| 2021-22 | | | | | | | | | | | | | | 38 | 38 |
| 2022-23 | | | | | | | | | | | | | | 40 | 40 |
| 2023-24 | | | | | | | | | | | | | | 38 ¹ | 38 |

PROMOTION POLICY

As an ungraded program, a promotion policy is not applicable.

¹ Thirty-eight students were enrolled at NYCACS EH as of 2023 BEDS day. Currently, NYCACS East Harlem has 40 students.

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 East Harlem 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 can 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

Overall, 95%, or 38/40 students, mastered a minimum of 85% of their annual IEP objectives, exceeding the 75% target. On average, students also mastered 87% of their objectives, exceeding the target of 85%.

ADDITIONAL CONTEXT AND EVIDENCE

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.

Measure 2: Annual Assessments

Annually, at least 75% of NYCACS East Harlem 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 a tool that is frequently used to assess young children on the autism spectrum.

METHOD

Assessments are conducted twice each year for the first year of a student's enrollment at NYCACS East Harlem – once at the start of the year, and again at the end of the year. After a student's 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 assessing language, communication, and academics, and is therefore geared toward younger students and those on the more sophisticated end of the autism spectrum. The latter is focused primarily on life skills, and thus geared toward older students and those on the more profoundly affected end of the autism spectrum. Scores are compared for each student year to year, and a determination is made as to whether there has been an increase that meets or surpasses the criteria set within the assessment accountability measure.

RESULTS AND EVALUATION

NYCACS EH collects data for each student for each student assessed using the VB-MAPP assessment and highlights the 2022-2023 assessment score or initial assessment score, the current year or final assessment score (2023-24 school year), the difference between the two, and an indication of whether there was progress that met or exceeded the criteria set forth in the assessment accountability measure. **Twenty-eight of 32, or 88% of eligible students increased annual assessment scores by the number of points stipulated within the accountability measure, surpassing the target percentage of 75%.** Of the four students who did not meet the improvement criteria, they either maintained the same score as last year, or slightly improved their score this school year.

ADDITIONAL CONTEXT AND EVIDENCE

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 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.

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Measure 3: Group Instruction

Annually, 100% of NYCACS East Harlem 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

Despite the 1:1 instructional ratio in most classrooms, NYCACS East Harlem prioritizes group instruction in order 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 during the school year using the school's data collection platform and classroom schedules.

RESULTS AND EVALUATION

In the 2023-24 school year, 40 of 40, or 100% of students participated in group instruction during the school year, meeting the goal.

ADDITIONAL CONTEXT AND EVIDENCE

Despite behavioral challenges, all NYCACS East Harlem students were able to meet this measure this year. Group instruction remains an important goal for every student and NYCACS East Harlem will continue to prioritize such opportunities to the greatest extent possible.

Measure 4: IEP Goals

Annually, 100% of NYCACS East Harlem 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 East Harlem 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

NYCACS East Harlem collects individualized data on how many IEP objectives focused on self-care, life skills, and increased independence for which each student has been focused. **NYCACS East Harlem met this goal for 40 of 40, or 100%, of its students. On average, students had six such objectives included on their IEPs, far exceeding the goal of three.**

Measure 5: Student Inclusion in a Less Restrictive Environment

100% of students who have attended NYCACS East Harlem 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, most students under the age of 13 are assessed using the VB-MAPP assessment. Performance levels in the Transition domain and/or decrease in the Barriers section of this 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

In the 2023-24 school year, NYCACS EH had four students who met these criteria. **These students participated in inclusion for an average of 2.4 hours per week, meeting the goal.**

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem grew to four students who participated in inclusion this past school year. NYCACS sees the importance of inclusion for those students on a path to a less restrictive educational setting and will continue to focus on additional inclusion options in the coming years.

Measure 6: Movement to less restrictive environments

In any five-year period, NYCACS East Harlem 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 East Harlem 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. **So far in this five-year period, seven students transitioned to a less restrictive educational setting, already surpassing the goal for the current term with 18% of students transitioning.**

| Students Moved to Less Restrictive Setting 2022-2027 ² | | |
|---|--------------------|---|
| Students | Date of Transition | Educational Setting |
| Student 1 | 7/22/2022 | Melissa Riggio CUNY Unlimited College Program at Hostos Community College |
| Student 2 | 8/12/2022 | NYC DOE ASD Horizon Program |
| Student 3 | 10/31/2022 | Central Park East II |
| Student 4 | 8/12/2022 | Neighborhood Charter School |
| Student 5 | 8/12/2022 | Neighborhood Charter School |
| Student 6 | 8/11/2023 | NYC DOE ASD Horizon Program |
| Student 7 | 8/11/2023 | P721QW John F Kennedy Jr. School; Queens College Inclusion Program |

ADDITIONAL CONTEXT AND EVIDENCE

Most graduates from NYCACS East Harlem move 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 East Harlem 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.

Measure 7: Progress on AFLS

Annually, 100% of NYCACS East Harlem students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. AFLS is a tool frequently used to assess adolescents and adults on the autism spectrum.

METHOD

Throughout the school year, all students over the age of 13 (and some who are younger but whose profiles make this assessment tool more functional) are assessed using the Assessment of Functional Living Skills (AFLS). The AFLS is frequently used to assess adolescents and adults on the autism spectrum. Progress was assessed based on results for each age matched section.

² Table includes students who have transitioned through June 30, 2024.

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RESULTS AND EVALUATION

Of students assessed using the AFLS, eight of eight, or 100% demonstrated progress across each age matched section.

ADDITIONAL CONTEXT AND EVIDENCE

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 with each family to discuss longer term goals and preparation for future transition) and utilized to inform IEP objective development in advance of annual reviews.

Measure 8: Community Based Instruction (Objective Mastery)

Annually, 100% of NYCACS East Harlem students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student's annual review.

METHOD

Community based instruction (CBI) is a part of the educational experience for all students over the age of 13 whose behavior allows for participation. NYCACS East Harlem's goal is for students to master 100% of the targeted objectives set forth in their IEP that fall into this domain.

RESULTS AND EVALUATION

NYCACS East Harlem tracks the number of CBI- based objectives each student masters for those who participate in CBI. **Of the students aged 13 and up who were able to participate in CBI, 100% (eight of eight) met all of their objectives.**

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem will continue to refine programming for this age group, as well as all community based instruction components, to ensure that students are exposed to skills and experiences that will position them for maximum success in adulthood.

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Measure 9: Community Based Instruction (Student Independence)

Annually, 100% of NYCACS East Harlem students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.

METHOD

Community based instruction is a part of the educational experience for all students over the age of 13 whose behavior allows for participation. NYCACS East Harlem's goal is for students to show an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support documented via data collected and/or anecdotal notes.

RESULTS AND EVALUATION

NYCACS EH tracks whether increased independence was observed during CBI. **Of the students aged 13 and up who were able to participate in CBI, 88% (seven of eight) showed an increased level of independence across their time participating in CBI, coming close to meeting the goal of 100%.** For the student who did not show an increased level of independence, interfering behavior (such as disrobing) necessitated that staff remain in close proximity to the student during CBI.

ADDITIONAL CONTEXT AND EVIDENCE

As referenced above, NYCACS East Harlem anticipates that it will have increased opportunities for CBI in the coming school year.

Measure 10: Community Partner Engagement

Within a five-year period, NYCACS East Harlem will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host at least one NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre-defined job skills and/or to receive relevant instruction.

METHOD

In past school years, NYCACS East Harlem has collected data on the number of new community partner engagements, as well as whether or not they provided space, work materials and supervision. New community partners afford new and varied learning opportunities for NYCACS East Harlem students over the age of 16. In addition to learning work production and leisure skills, these settings also offer practice in social and navigational skills.

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RESULTS AND EVALUATION

NYCACS East Harlem engaged four new community partners during the 2019-20 school year, the final year of the prior charter term. In the 2021-2022 school year, two new community partners were established: Fast Feet, and CO/LAB, already meeting the established target for this measure. NYCACS maintained four existing partnerships: Asphalt Green, Dream Charter School, Dave’s Gourmet, and the Baseball Center. In the 2022-23 school year, no additional community partners were added, but all other partnerships mentioned above were maintained apart from Co/LAB. In the 2023-24 school year, no additional community partners were established, partly due to the decrease in students over the age of 16. **In the 2020-25 timeframe, over two community partners have already been established, meeting the goal.**

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem plans to continue to expand and grow its community partnerships over the next five years. We continue to face workplace availability issues since the pandemic, but anticipate working to gain additional partnerships in the 2024-25 school year as we rebuild and grow this important program.

Measure 11: Work Internship Site Satisfaction

Annually, a minimum of 75% of staff within organizations hosting NYCACS East Harlem students in work internships will report that the experience was positive. This will be measured by their affirmative response to the annual survey question “Based upon my experience this past year, I would host NYCACS students again in the future.”

METHOD

Work internship site staff are sent surveys to complete in which they are asked to answer a short list of questions about their experience (e.g., “Did you receive enough training?”, “Were NYCACS staff responsive to your needs and requests?”), culminating in a final question, “Would you host NYCACS students at your organization again?”.

RESULTS AND EVALUATION

The table below contains a line for each work internship site and an indication of the site personnel’s response to the questions referenced in the method section above. **Of the three internship organizations, three of three, or 100% indicated that they would host NYCACS East Harlem students again.** Internship staff expressed that they were highly satisfied with the experience.

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| Internship Organization Satisfaction Ratings 2023-24 | |
|--|-----------------------------|
| Organization Name | Positive Experience? Yes/No |
| DREAM Charter School | Yes |
| Asphalt Green | Yes |
| Central Park East 2 | Yes |

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS EH will continue to refine its internship survey to get the most accurate information possible from work internship site partners. Partners' feedback will allow the school to continue to shape and grow this invaluable program.

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

NYCACS East Harlem has made significant progress on its outcomes in the 2023-24 school year. The 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. | 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 tool 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. | Met |
| 4. Annually, 100% of students will have at least three IEP objectives focused on self-care, life skills, and/or increased independence. | Approached but not met |

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| | |
|---|-----|
| <p>5. 100% of students who have attended NYCACS for at least two school years and who reach a pre-determined performance level in the Transition domain and/or decrease in the Barriers section of the VB-MAPP assessment will participate in some form of inclusion for part of the week.</p> | Met |
| <p>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.</p> | Met |
| <p>7. Annually, 100% of students who are assessed using the Assessment of Functional Living Skills (AFLS) will demonstrate progress across each age matched section. AFLS is frequently used to assess adolescents and adults on the autism spectrum.</p> | Met |
| <p>8. Annually, 100% of students ages 13 and older whose behavior allows for participation in community based instruction (CBI) will master 100% of target CBI objectives (e.g., community fitness, travel, work internships) set forth in their IEPs. Data will be collected on all programs that support IEP goals and objectives. Annually, a percent score will be generated by dividing the number of completed community based IEP objectives by the total number of community based IEP objectives determined at each student's annual review.</p> | Met |
| <p>9. Annually, at least 100% of students whose behavior allows for participation in CBI will perform with an increased level of independence as evidenced by NYCACS staff's ability to decrease physical proximity and overall support. The ultimate goal is for staff to be completely faded and for students to be supervised exclusively by site personnel.</p> | Met |
| <p>10. Within a five-year period, the school will engage with a minimum of two new community partners focused on leisure/recreation or work readiness. As part of this engagement, the partner organization will agree to host at least one NYCACS student and staff member at least one time per week, and will provide space, work materials and supervision (if appropriate) that allow students to practice pre-defined job skills and/or to receive relevant instruction.</p> | Met |
| <p>11. Annually, a minimum of 75% of staff within organizations hosting NYCACS students in work internships will report the experience was positive. This will be measured by their affirmative response to the annual survey question "Based upon my experience this past year, I would host NYCACS students again in the future."</p> | Met |

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ACTION PLAN

NYCACS East Harlem met all 11 Measures in this goal area during the 2023-24 school year.

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 them.

Measure 1: Reduction of Challenging Behavior

Annually, 100% of NYCACS East Harlem students who have had one or more Behavior Intervention Plans (BIPs) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—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 East Harlem collects student Behavior Intervention Plan (BIP) 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

NYCACS EH tracks challenging behavior reduction for all students who have one or more formal Behavioral Intervention Plans (BIPs). Each BIP tracks mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan, compared to current BIP mean. At NYCACS EH in the 2023-24 school year, there were 11 students with one or more BIPs. **Of these 11 students, ten of 11 students—or 91%--demonstrated a reduction from previous and/or baseline measures, coming close to meeting the goal.** While one of the students did not meet the reduction goal, they drastically reduced behavioral occurrences from 91 to 61 in one area being targeted, and the student is now able to remain in the classroom instead of requiring removal due to behavior.

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ADDITIONAL CONTEXT AND EVIDENCE

Many NYCACS East Harlem 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 East Harlem 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 East Harlem will continue to look at how it reports on these data, given the critical nature of this area of programming.

Measure 2: Improvement in Barriers Section

For those students without BIPs who are assessed using the VB-MAPP (see Goal 1, Measure 2 above), 100% will show improvement in the barriers section of that assessment annually.

METHOD

For many students without BIPs, NYCACS East Harlem assesses progress in the realm of behavior reduction using the VB-MAPP assessment. NYCACS East Harlem aims for 100% improvement in the barriers section on this assessment.

RESULTS AND EVALUATION

NYCACS East Harlem collects data on all students without BIPs who are assessed using the VB-MAPP. Of these students, their initial barriers score and final barriers score are recorded, and it is determined if they maintain or increase their score. **Of the 10 students who were assessed in the 2023-24 school year, ten, or 100%, showed improvement.** This is an increase from last school year, with 86% of students meeting the goal.

ADDITIONAL CONTEXT AND EVIDENCE

As stated above, reducing levels of challenging behavior and teaching adaptive alternatives is a key aspect of instruction at NYCACS. 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.

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SUMMARY OF GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

| Measure | Outcome |
|---|---------|
| 1. Annually, 100% of students who have had one or more Behavior Intervention Plans (BIP) in place to address challenging behavior for at least six months will show a reduction in challenging behavior—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. | Met |
| 2. For those students without BIPs who are assessed using the VB-MAPP (see Goal 1, Measure 2 above), 100% will show improvement in the barriers section of that assessment annually. | Met |

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 of 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 East Harlem will continue to look at ways to capture all of the work that goes on in this arena. Additionally, NYCACS East Harlem will continue to explore new ways to address behavior challenges that are safe and effective for students and staff.

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.

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METHOD

In a typical school year, NYCACS East Harlem convenes a Human Rights Committee (HRC) two times per year. This committee consists of individuals from a variety of fields. 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

NYCACS records the total number of the items assessed at Human Rights Committee meetings, the number of items with a positive response, and the overall percentage of items with a positive response. In the 2023-24 school year, two meetings were convened for four students, who were each assessed on seven total items. **The Human Rights Committee responded positively to 26 of these 28 total items, or 93%, far exceeding the goal of 80%.**

ADDITIONAL CONTEXT AND EVIDENCE

The purpose of the Human Rights Committee is to ensure that NYCACS East Harlem 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.

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

In a typical school year, NYCACS EH convenes a Human Rights Committee (HRC) two times per year. It consists of individuals from a variety of fields. 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.

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RESULTS AND EVALUATION

Parental consent was provided for four of four, or 100%, of BIPs reviewed.

ADDITIONAL CONTEXT AND EVIDENCE

See “ADDITIONAL CONTEXT AND EVIDENCE” section from Measure #1 above. Responses to this particular HRC review item are considered as a separate measure, given the importance of documented parental consent for such procedures.

SUMMARY OF GOAL 3: ASSESSMENT OF HUMAN RIGHTS COMMITTEE

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

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

ACTION PLAN

Given the forms of challenging behavior demonstrated by some of the students served— including self-injury, aggression, property destruction – NYCACS East Harlem 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.) 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. NYCACS East Harlem will continue this important practice, assessing if the number of restrictive BIPs ever exceeds the number that can be reviewed within its two annual meetings and, if that is the case, lengthening meetings and/or increasing the number each year (this has not been an issue to date).

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GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

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

Measure 1: Individualized Parent Training

Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis. 85% of parents/guardians whose children are 13 years old or older, or whose children are in a reduced ratio classroom (i.e., not 1:1), will participate in a minimum of 5 hours of individualized parent training focused on school, home, and/or community learning.

METHOD

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

NYCACS EH logs the number of clinic/school observation hours, the number of home consultation hours logged, and the total number of hours of such training activities for each student. For students 13 years old or older as well as those 12 years old and younger in reduced-ratio classrooms, fewer clinical hours are required with the goal set at five hours of total training, and for students younger than 12, the goal is ten total hours.

Overall, 26/40—or 65%—of parents/guardians met the required number of training hours as determined by their child’s age. While not quite meeting the goal of 85%, this surpasses the 2022-23 average of 53%. The number of total hours ranged from 5 to 20. **The target of five hours for the parents of older students and those in reduced ratio classrooms was fully met, with 10 of 10, or 100% meeting criterion.**

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NYCACS has had to adjust this requirement for two key reasons: 1) Such a dense schedule of meetings for the families of younger students has proven challenging for parents who are dealing with various issues (e.g., inflexible job schedules) that make attendance, even remote participation, difficult; 2) The amount of time required of senior level staff to prepare for and run such a dense schedule of meetings means that they have less time for critical staff training and supervision functions. For this reason, we have asked SUNY CSI to adjust to quarterly clinic meetings rather than monthly for all students. Parents may still choose not to participate, but staff will still be expected to find alternate ways of engaging parents in the requisite number of training hours. The school remains committed to maximizing family engagement – particularly given the importance of training and education for parents of children on the autism spectrum, and their involvement in their child’s education and future planning. However, we must be mindful not to add burden to already overburdened families.

ADDITIONAL CONTEXT AND EVIDENCE

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 parents and family members 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 the school continues to face challenges to in-person hours, NYCACS staff found that parents were more open to and available for virtual home consultation hours, leading to more accessibility for some who struggled with scheduling. This finding will continue to inform the structure of what parent training looks like moving forward.

Measure 2: NYCACS Program Effectiveness Survey

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

METHOD

Annually, NYCACS East Harlem conducts an internally designed NYCACS Program Effectiveness Survey to determine parent satisfaction with the school. The survey consists of 24 statements applicable to NYCACS. Statements are scored using a Likert five-point scale, ranging from strongly disagree to strongly agree. Comments and open-ended questions were solicited as well. The survey is distributed anonymously using the Qualtrics platform, and is made available in both English and Spanish.

RESULTS and EVALUATION

Twenty of 40 families responded to the NYCACS Program Effectiveness Survey, with a response rate of 50%, which falls below the target of 75%. The lower-than-normal response rate can be attributed to survey fatigue, as many of these families have received this survey every year, for many consecutive years. The

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survey was also distributed around the same time as the NYC DOE Learning Environment survey, so two separate surveys were requested of parents within a short timeframe.

| NYCACS Program Effectiveness Survey Response Rate 2023-24 | | |
|--|--------------------|---------------|
| Number of Responses | Number of Families | Response Rate |
| 20 | 40 | 50% |

When asked about satisfaction with their child’s program, 100% of parents indicated general satisfaction. In response to the question “Overall, the school program is effective,” 93% of parents either strongly agreed or somewhat agreed.

| NYCACS Program Effectiveness Survey Parent Satisfaction on Key Survey Results 2022-2023 | |
|---|-------------------|
| Item | Percent Satisfied |
| “Overall, the school program is effective.” | 93% |

ADDITIONAL CONTEXT AND EVIDENCE

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 strengths of the school and leadership team.”; and “Please provide feedback about the support your family has received, as well as the quality of the individualized instruction for your child.”

Comments and anecdotes reinforced numerical findings from this and other surveys. A few responses to open-ended questions include the following:

- [My child has learned skills such as] expressing, reading, counting, and asking for help.
- [My child has learned skills such as] potty training, desensitization for hair cutting and vacuum cleaners, communication/language foundational skills.
- [My child has learned skills such as] reading, following 1-step instructions, and improvement with regulating his emotions.
- The support I receive is great. I am able to understand what is explained to me about my children’s progress and I don’t have to wait for answers when I have questions and concerns.
- Staff is very involved in helping accomplish goals for my child and work well with innovative ideas on how to accomplish these goals. They are persistent as well as flexible so my child can easily adapt to the change.
- They give individual attention to each child, to meet their own needs in learning.
- The learning environment is small and individualized specific to my child’s needs.

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Measure 3: Parent Observation Form

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.

METHOD

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

RESULTS AND EVALUATION

Across 40 families, 100% of those families expressed overall satisfaction with the quality of education observed, surpassing the goal of 85%.

ADDITIONAL CONTEXT AND EVIDENCE

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. 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 be as comfortable as possible sharing both positive and critical feedback about their child's classroom staff and programming. The Head of School will continue to ensure that any concerns are promptly considered and addressed.

Measure 4: NYC School Survey

Annually, NYCACS East Harlem parents/guardians will express satisfaction with the school's program, based on the NYC School 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 School Survey is distributed to all parents/guardians of NYCACS East Harlem students and anonymously solicits parent/guardian responses to a variety of statements designed to measure parent satisfaction across the following domains: Inclusive School Leadership, Outreach to Parents, Parent

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Involvement in School, and Trust. The survey can be completed by hand or online, and is available in multiple languages as needed. By design, the survey's questions are general in nature so as to pertain to schools citywide. The survey was distributed to all families.

RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 100%, representing all families³. This exceeds the target of a 75% participation rate.

| NYC School Survey Response Rate 2023-24 | | |
|--|--------------------|---------------|
| Number of Responses | Number of Families | Response Rate |
| 40 | 40 | 100% |

Across the three delineated areas – Inclusive School Leadership, Outreach to Parents and Trust—99% of parents responded positively, on average. This far exceeds the target of a 75%.

| NYC School Survey Parent Satisfaction on Key Results 2023-24 | |
|---|----------------------------------|
| Item | Percent of Respondents Satisfied |
| Inclusive School Leadership | 100% |
| Outreach to Parents | 99% |
| Parent Involvement in School | 97% |
| Trust (Parent-Principal) | 99% |
| Trust (Parent-Teacher) | 100% |

ADDITIONAL CONTEXT AND EVIDENCE

The NYC School 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.

³ Please note that the results are embargoed at the time of this report submission.

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Measure 5: Parent Alumni Survey (LRE)

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a less restrictive environment (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 2023-24 school year, NYCACS conducted a Parent Alumni Survey of families whose children transitioned out of NYC Autism Charter Schools. Of the three families who responded, two families aged out of NYCACS, and one family responded “other.” Therefore, NYCACS cannot fully analyze the results for this Measure.

RESULTS AND EVALUATION

While none of the families who responded to the 2023-24 alumni family survey transitioned out to a less restrictive environment, of those who responded, 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 2023-24 | | |
|--|--------------------|-------------------|
| Total Responses | Total Moved to LRE | Satisfaction Rate |
| 3 ⁴ | 0 | 100% |

Measure 6: Parent Alumni Survey (MRE)

100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive environment (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.

⁴ Of the three alumni responses, two students from NYCACS EH aged out, and the remaining family did not specify where the student transitioned.

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RESULTS AND EVALUATION

While none of the families who responded to the 2023-24 alumni family survey transitioned out to a more restrictive environment, of those who responded, 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 2023-24 | | |
|--|--------------------|-------------------|
| Total Responses | Total Moved to MRE | Satisfaction Rate |
| 3 | 0 | 100% |

Measure 7: Parent Alumni Survey (Aged Out)

100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood.

METHOD

See Method description under Measure 5 above.

RESULTS AND EVALUATION

In the 2023-24 school year, NYCACS had two families complete the Alumni Parent Survey whose child had aged out of the program.

Of these families, 100%, or two of two, indicated that they strongly agreed or somewhat agreed 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 2023-24 | | |
|--|----------|-------------------|
| Total Responses | Aged Out | Satisfaction Rate |
| 3 | 2 | 100% |

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Measure 8: Preparation for Departure

Annually, 100% of NYCACS East Harlem parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

METHOD

NYCACS East Harlem aims to have 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; exploring adult service options, identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan.

RESULTS AND EVALUATION

Four of four (or 100%) of applicable families participated in the mandatory actions described above, meeting the goal.

| Participation in Actions to Prepare for Transition Out 2022-23 | | |
|--|---------------------------------|-----------------------------------|
| Family | Mandatory Action | Mandatory Action Complete? Yes/No |
| Family 1 | Explored post NYCACS options | Yes |
| Family 2 | Established guardianship | Yes |
| Family 3 | Explored post-secondary options | Yes |
| Family 4 | Explored adult service options | Yes |

ADDITIONAL CONTEXT AND EVIDENCE

Given the critical nature of transition readiness for individuals with autism, NYCACS East Harlem will continue to support all families with preparation for such transitions, whether to a less restrictive setting, a more restrictive setting, or the world of adult services.

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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. | Partially 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. | Partially 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 School 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. | Not Enough Data |
| 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. | Not Enough Data |
| 7. 100% of parents or caregivers of children who have aged out of NYC Autism Charter Schools, and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children in specific areas to best prepare their children for adulthood. | Met |
| 8. Annually, 100% of parents/guardians of students over the age of 15 (who have not already successfully completed mandatory transition readiness tasks) will participate in at least one mandatory action related to preparing for their child's departure from the education system. These mandatory | |

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| | |
|--|-----|
| actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and funding; identifying and/or enrolling with an adult service agency and/or taking steps to secure self-directed funding; registering for the Draft (males only); and identifying which care coordination organization will manage their child's Individualized Service Plan. | Met |
|--|-----|

ACTION PLAN

NYCACS East Harlem demonstrates high levels of parent engagement and satisfaction across measures. The school will continue to work with students, parents and the broader community to enrich satisfaction and to better identify, prepare for, and transition its adolescent students to (and ready their families for) post-school adult services. NYCACS looks forward to carrying the new ways of communicating with and involving families, now and 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 East Harlem staff understanding of concepts presented within training segments will show a minimum of 80% accuracy.

METHOD

NYCACS East Harlem teachers and instructors complete an intensive training program designed to enable them 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.

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RESULTS AND EVALUATION

NYCACS EH recorded the average post-test scores compiled for nine staff members who joined during the 2023-24 school year and indicated whether they met the criteria of at least 80% mastery. **100%, or nine of nine staff members, surpassed the 80% post-test criterion, with a post-test score of 90%+ across the group.**

ADDITIONAL CONTEXT AND EVIDENCE

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

Measure 2: Key Learning Points

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

METHOD

NYCACS East Harlem teachers and instructors are asked to complete brief surveys at the conclusion of some of the staff development meetings held throughout the year. Part of this survey includes a question indicating whether they have acquired valuable information as a result of attending the staff development meeting.

RESULTS AND EVALUATION

NYCACS EH collects data on staff ratings for each professional development session, and summarizes what percentage of staff rate information from staff development meetings as valuable. **Across staff development meetings, 99.4% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure, and surpassing last year's rating of 98%.**

ADDITIONAL CONTEXT AND EVIDENCE

The structure of staff development meetings changed during the pandemic, with professional development (PD) sessions conducted remotely ever since. This 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 East Harlem will continue to work to ensure that virtual professional development is high quality and functional.

Measure 3: Performance Proficiency Standards

Of NYCACS East Harlem 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 then comprehensive end-of-year performance evaluations annually, with mid-year evaluations conducted for certain roles. 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. Within discrete trial instruction, for example, 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

Of instructional staff invited to return for the upcoming school year, 28 of 28, or 100% demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

ADDITIONAL CONTEXT AND EVIDENCE

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, NYCACS will have a more reliable means of assessing improvement in performance evaluation scores over time.

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Measure 4: Teacher Survey

Annually, NYCACS teachers will express satisfaction with the school's program, based on the NYC School 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 School Survey is distributed to all NYCACS East Harlem teachers and instructors and anonymously solicits their responses to a variety of statements designed to measure teacher satisfaction and perception of the school. 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.

RESULTS AND EVALUATION

Teachers expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 88%. This exceeds the target of a 75% participation rate.

| NYC School Survey Survey Response Rate 2023-24 | | |
|---|-------------------------------|---------------|
| Number of Responses | Number of Instructional Staff | Response Rate |
| 7 | 8 | 88% |

While the school did not receive scores of 75% or higher across *all* domains, overall satisfaction rate was 90%.

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| NYC School Survey Teacher Satisfaction on Key Survey Results 2023-24 | |
|--|----------------------------------|
| Domain | Percent of Respondents Satisfied |
| Academic Press | 100% |
| Classroom Behavior | 78% |
| Cultural Awareness | 92% |
| Innovation and Collective Responsibility | 77% |
| Instructional Leadership | 92% |
| Outreach to Parents | 100% |
| Peer Collaboration | 94% |
| Preventing Bullying | 100% |
| Program Coherence | 100% |
| Quality of Professional Development | 94% |
| Quality of Student Discussion ⁵ | 27% |
| Safety | 80% |
| School Commitment | 90% |
| Teacher Influence | 77% |
| Teacher-Principal Trust | 97% |
| Teacher-Teacher Trust | 86% |

ADDITIONAL CONTEXT AND EVIDENCE

The NYC School 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, such as quality of classroom discussion. The scores across the above-mentioned domains reinforce the conclusion that NYCACS East Harlem is perceived to be a highly positive environment overall. The school leadership will consider these survey results as it shapes the environment for staff for the 2024-2025 school year.

⁵ This indicator has been removed from overall average, as it is not applicable to NYCACS' student population.

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Measure 5: ABA and SPED 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 qualifying supervision hours, provided by a board certified NYCACS staff member, to experienced staff who are working toward their BCBA credential. Hours of supervision are documented according to the requirements of the Behavior Analysis Certification board. NYCACS also records staff working towards SPED certification, and provides tuition assistance to staff seeking either of these credentials.

RESULTS AND EVALUATION

Of total instructional staff, nine of 69, or 13%, were working toward or completed their ABA or SPED certification in the 2023-24 school year, meeting the target. 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 toward their BCBA, both the program and staff retention are stronger.

| Working Toward ABA or SPED Certification 2023-24 | |
|--|---|
| School | Percent of Instructional Staff Toward ABA or SPED Certification |
| NYCACS East Harlem | 7 of 32, or 22% |
| NYCACS Bronx | 2 of 37, or 5% |

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem prides itself on attracting and retaining high-caliber ABA-trained instructors and teachers. Given post-pandemic changes in thinking around work-life balance and career priorities for young professionals, as well continued, intermittent staff turnover (leading to many more first year employees – many just out of college), there has been a drop in the number of staff ready to commit to a graduate certificate program. NYCACS will continue to offer and encourage use of the tuition assistance program, as well as BCBA supervision, as a means of further improving the caliber of teaching at NYCACS and benefitting the broader autism community.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Measure 6: Tuition Assistance

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

METHOD

NYCACS prides itself on offering a tuition assistance program to help staff members further their education in a relevant field. 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

Of East Harlem staff, eight of 32 (25%) participated in the tuition assistance program. Of Bronx staff, seven of 37 (19%) participated in the tuition assistance program, falling below the goal at the individual school level. **Overall, 15 of 69—or 22%—of staff participated, falling slightly below the goal across both schools.** However, four additional staff members (a 4% increase) participated compared to the 2022-23 school year, which indicates growth over time.

| Staff Participating in Tuition Assistance 2023-24 | | |
|---|--|---------------------|
| | Total Staff Members Who Participated in Tuition Assistance | Total Staff Members |
| East Harlem | 8 | 32 |
| Bronx | 7 | 37 |
| Total | 15 | 69 |

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem works hard to attract and retain high-caliber instructors and teachers. Given post-pandemic changes in thinking around work-life balance and career priorities for young professionals, as well continued, intermittent staff turnover, there has been a drop in utilization of tuition assistance. NYCACS will continue to offer and encourage use of the tuition assistance program as a means of further improving the caliber of teaching at NYCACS and benefitting the broader autism community.

Measure 7: Alumni Satisfaction

Of staff who are no longer employed by NYCACS but still working in autism education/treatment, and who complete a biennial alumni survey, 90% will report having learned valuable skills during their time at NYCACS that support their current work.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

During the 2023-24 school year, NYCACS conducted a Staff Alumni Survey with questions related to their time at NYCACS, 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

Of respondents who are still working in the field of autism, 100%--or 14 out of 14--answered “somewhat agree” or “strongly agree” to learning valuable skills at NYCACS that support their current work, meeting the goal.

| Alumni Staff School Ratings 2023-24 | |
|-------------------------------------|---|
| Total Staff | Percent Learned Valuable Skills at NYCACS |
| 14 | 100% |

ADDITIONAL CONTEXT AND EVIDENCE

In addition to the incredibly high satisfaction rate of staff, it is the comments that continue to give even more insight into the critical skills and sensibilities that they gained from working at NYCACS. Some highlights include the following:

- There are too many [memories] to list! Baseball Day, Piano Recital....but more significantly to me, making a breakthrough with my students like teaching them to tie shoes, do math, get dressed, brush teeth, use the bathroom independently.... those are things that comes to mind and make me smile! And just having professional co-workers who worked so well together and became life long friends.... This job will hold a special place in my heart forever!
- I often think about what I learned while being hands on with students and the feedback and models I received from my supervisors....I find I often think about the soft-skills and professionalism learned at NYCACS I believe you rarely get anywhere else -- parent interactions, hard and honest conversations with staff and families, teaching meaningful skills in natural ways, and presenting to a group of professionals.
- The piano recital and Baseball Day were some of the most special moments for me at NYCACS. The students and staff all worked so hard leading up to those events and it was a wonderful opportunity to see it come to fruition and show families all the effort that their kids put in.
- NYCA was the best job I’ve ever had. It is the most special group of people and it quite literally changed the way that I do my job today. I am so grateful to have been a part of the NYCA family and I hope I’m making them proud!!

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

- I loved every minute at NYCACS and was so sad to leave. The friendships I made and relationships I had with my students and their families was very important to me. I truly felt like part of the NYCACS family and I felt comfortable sharing that with the families.
- Working with autism can be challenging at times, but those moments where the students are laughing and having genuine fun with you are always so rewarding. All the events with my coworkers are looked back on as great memories. Moreover, the appreciation and the love from all the families make you appreciate what you're doing even more and help you to see you are truly making a positive impact on their lives.

NYCACS will continue to examine responses to these surveys (as well as exit interviews) more closely to determine any potential adjustments.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 5: STAFF PROFFICIENCY AND SATISFACTION

| Measure | Outcome |
|---|---------------|
| 1. Annually, post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy for each staff member. | Met |
| 2. Annually, an average of 80% of staff surveyed will indicate that they acquired valuable information as a result of attending staff development meetings. | Met |
| 3. Of instructional staff invited to return for the upcoming school year, 100% will show proficiency in teaching techniques and satisfactory execution of job requirements as assessed through the NYCACS performance evaluation rubric. Evaluations are comprised of information gathered across the school year as part of regular supervision (varied formats include in vivo observation, video review, and written feedback), and aggregated annually for each staff member. | Met |
| 4. Annually, teachers will express satisfaction with the school's program, based on the NYC School 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. | Partially 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. | Not Met |
| 7. Of staff who are no longer employed by NYCACS but still working in autism education/treatment 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 East Harlem will continue its highly successful staff development, supervisory and evaluation practices and continue to seek ways to enhance the satisfaction and well-being of its staff. 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 to be carried forward into the future.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

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

At least 50 people will participate in NYC Autism Charter Schools' live or virtual open houses each year across both sites, during which parents and professionals from outside of NYCACS have the opportunity to hear a description of the NYCACS educational model and (if in person) 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 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.

RESULTS AND EVALUATION

This school year, NYCACS was able to offer both in-person and virtual observations and open houses, providing parents and professionals the opportunity to learn about the schools. Throughout the school year, over 659 parents and professionals participated, far surpassing the goal of 50 participants. Of participants of the virtual open house, 35 were professionals and 520 were parents.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| Open House/Professional Development 2023-24 | | | |
|---|---------------------|---------------------|--|
| Date | Number of Attendees | Name/Organization | Purpose |
| 3/7/24 | 8 | Prospective Parents | In Person Open House - East Harlem |
| 3/7/24 | 55 | Prospective Parents | Information Session |
| 3/14/24 | 6 | Prospective Parents | In Person Open House - Bronx |
| 3/14/24 | 25 | Prospective Parents | General Information Session |
| Throughout the Year | 555 | N/A | 555 people viewed the virtual open house posted on the website across the year |

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS was able to provide both in-person and virtual observations and open houses for both parents and professionals in the 2023-24 school year.

Measure 2: Student Interns

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

METHOD

In a typical school year, student interns from surrounding colleges and universities are placed at NYCACS for either a series of observations and/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.

RESULTS AND EVALUATION

In the 2023-24 school year, there were two student interns placed over the summer, meeting the goal.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

| Student Interns 2023-24 | |
|-------------------------|---------------------|
| Intern | Participating Dates |
| Intern 1 | 6/6/23-8/4/23 |
| Intern 2 | 5/28/24-8/9/24 |

ADDITIONAL CONTEXT AND EVIDENCE

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.

Measure 3: Peer Mentors

During non-expansion years, a minimum of four peer mentors will participate in a NYCACS East Harlem 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

Historically, the NYCACS Peer Mentoring Program introduces public school students 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 sessions, be on time, be professional in their interactions with NYCACS students, and share what they learn with their own classmates, friends and family.

RESULTS AND EVALUATION

While this year was a non-expansion year, NYCACS East Harlem did not implement a peer mentoring program, and so this goal was not met. During last school year, the school experienced the departure of its Director of Transition and Community Outreach, who had been spearheading this program for years, and this position has not been filled. The broader NYCACS organization is also in the process of an internal planning project—with the help of external consultants—that has led to a pause on replacing this position as the organizational structure is being reconsidered and potentially revised. Additionally, NYCACS experienced difficulties obtaining buy-in from co-located and other school partners. This shift in sentiment seemed related to the push to mitigate learning loss stemming from the COVID-19 pandemic, leaving these schools with less time for activities that are not tied to “typical instruction.”

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

The Peer Mentoring Program is a ground-breaking program, developed by NYCACS in 2006 and since replicated nationally. While we have struggled to conduct the program in the last few years, we are looking at ways to incorporate elements of the peer mentor program in the future that will be less burdensome to partner schools.

Measure 4: Autism Awareness

NYC Autism Charter Schools will conduct a minimum of five outreach efforts across both sites annually. These efforts will be aimed at increasing awareness of autism and, in some cases, providing information related to effective instructional practices (e.g., managing challenging behavior, inclusion).

METHOD

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

RESULTS AND EVALUATION

NYCACS conducted 15 autism awareness sessions in the 2023-24 school year across both sites, exceeding the goal of five. NYCACS Autism Awareness outreach efforts reach a broad range of audiences, and address autism generally, as well as topics of specific relevance to the particular attendees. Topics included managing challenging behavior, offering on-site consultations, introduction to classroom observations, and an introduction to the NYCACS school model. Outreach partners include local district schools, NYU Child Study Center, Weil Cornell Psychiatric Residency Program, The Equity Project Charter School, and Sarah Lawrence College Genetic Counseling Program.

ADDITIONAL CONTEXT AND EVIDENCE

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 also have the effect of raising autism awareness. NYCACS plans to continue outreach efforts during the 2024-2025 school year.

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

Typically, 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 the 2023-24 school year, NYCACS staff did not present at a conference. However, as described above, NYCACS far exceeded the goal of sharing best practices with local schools and organizations through professional development.

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. NYCACS looks forward to continuing to present at another conference in the 2024-2025 school year, after pausing on presentations this school year.

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 6: COMMUNITY AND PROFESSIONAL OUTREACH

| Measure | Outcome |
|--|---------|
| 1. At least 50 people will participate in NYC Autism Charter Schools' live or virtual open houses each year across both sites, during which parents and professionals from outside of NYCACS have the opportunity to hear a description of the NYCACS educational model and (if in person) observe students receiving instruction in their classrooms, shared space, or community based instruction sites. | 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. | Met |
| 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 Met |
| 4. NYC Autism Charter Schools will conduct a minimum of five autism awareness outreach efforts across both sites annually. These efforts will be aimed at increasing awareness of autism and, in some cases, providing information related to effective instructional practices (e.g., managing challenging behavior, inclusion). | 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. | Not Met |

ACTION PLAN

NYC Autism Charter Schools' commitment to outreach to professionals, communities, and parents has been part of its mission since the school's founding in 2005 and will remain so. As NYCACS East Harlem enters the 2024-25 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 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 2024 is currently underway and will be submitted together with all additional required documentation by November 1, 2024.

RESULTS AND EVALUATION

Awaiting completion of Independent Fiscal Audit.

GOAL 8: ESSA

ESSA Measure 1

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

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. More information on assigned accountability designations and context can be found [here](#).

2023-24 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year

| Year | Status |
|---------|--------------------------------|
| 2020-21 | Good Standing |
| 2021-22 | Good Standing |
| 2022-23 | Good Standing |
| 2023-24 | Local Support and Improvement+ |

ADDITIONAL CONTEXT AND EVIDENCE

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