



2022-23 ACCOUNTABILITY PLAN PROGRESS REPORT

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2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Julie Fisher, Executive Director, and Erin Solomon, Compliance Specialist, prepared this 2022-23 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) 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 2006, 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 Alternate Learning Standards. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 23 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, gross motor, behavior, and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral objectives, specific teaching procedures, assessment procedures to determine the effectiveness of interventions, and terminal goals to ensure maintenance and generalization. When

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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

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, in addition to a fiscal soundness goal and ESSA goal. Progress toward each of those goals and measures for the 2022-23 school year is set forth below. While NYCACS East Harlem experienced some continued disruptions to instruction this school year (both directly and indirectly linked to COVID-19 and post-pandemic trends), the majority of the school's accountability goals—described in more detail below—have been reported on and achieved.

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year															
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Ungraded	Total
2016-17														32	32
2017-18														33	33
2018-19														40	40
2019-20														40	40
2020-21														40	40
2021-22														38	38
2022-23														40	40

PROMOTION POLICY

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

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

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

Measure 1: Progress on IEP Objectives

Annually, at least 75% of 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

The table below contains a line for each student and highlights the total number of IEP objectives determined in the annual review, the number of completed IEP objectives, and the percentage mastery generated. **Ninety percent, or 36/40 students, mastered a minimum of 85% of their annual IEP objectives, exceeding the 75% target.** Three of these students who did not master 85% of objectives transitioned to the school in the middle of the school year, and the fourth student exhibited an increase in challenging behavior, which required that skill acquisition programming be put on hold for a period of time and resulted in IEP objectives not being fully mastered.

Student IEP Objective Mastery 2022-23			
Students	Completed IEP Objectives	Total IEP Objectives	Percent of IEP Objectives Complete
Student 1	18	19	95%
Student 2	25	29	86%
Student 3	24	28	86%
Student 4	16	28	57%
Student 5	25	29	86%
Student 6	29	34	85%
Student 7	26	30	87%

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 8	28	33	85%
Student 9	14	28	50%
Student 10	20	21	95%
Student 11	21	22	95%
Student 12	18	21	86%
Student 13	25	29	86%
Student 14	22	24	92%
Student 15	21	23	91%
Student 16	20	23	87%
Student 17	25	27	93%
Student 18	35	37	95%
Student 19	27	29	93%
Student 20	10	22	45%
Student 21	40	44	91%
Student 22	25	28	89%
Student 23	23	23	100%
Student 24	37	39	95%
Student 25	26	29	90%
Student 26	25	28	89%
Student 27	22	25	88%
Student 28	29	34	85%
Student 29	39	45	87%
Student 30	40	44	91%
Student 31	46	52	88%
Student 32	11	24	46%
Student 33	28	32	88%
Student 34	27	31	87%
Student 35	36	40	90%
Student 36	33	38	87%
Student 37	37	40	93%
Student 38	40	40	100%
Student 39	39	39	100%
Student 40	27	30	90%

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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 via the Thread Learning application.

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

The table below contains a line for each student assessed using the VB-MAPP assessment and highlights the 2021-2022 assessment score or initial assessment score, the current year or final assessment score (2022-23 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. **27/30, or 90% of eligible students increased annual assessment scores by the number of points stipulated within the accountability measure, above the target percentage.** It should be noted that one of the students who did not achieve the target increase did still show an increase from the previous assessment, just not by three points across at least two domains. The second student who did not meet the goal received the max score, so it was impossible to increase by three points, and the third student was in the final year of assessment.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Assessment Score Comparison 2022-23			
Students	Previous Year Total Score	Current Year Total Score	Met Improvement Criteria? (VBMAPP minimum of 3 point increase across two domains)
Student 1	106	143.5	Yes
Student 2	146.5	160.5	Yes
Student 3	137.5	155	Yes
Student 4	37.5	85.5	Yes
Student 5	55	123	Yes
Student 6	69.5	120	Yes
Student 7	63.5	110	Yes
Student 8	78.5	112	Yes
Student 9	39	76.5	Yes
Student 10	49	83	Yes
Student 11	16	30.5	Yes
Student 12	21.5	30	Yes
Student 13	162	165	Yes
Student 14	88	110	Yes
Student 15	138.5	142.5	Yes
Student 16	101	127.5	Yes
Student 17	61.5	83	Yes
Student 18	83.5	108.5	Yes
Student 19	54.5	83.5	Yes
Student 20	77.5	93	Yes
Student 21	168	168.5	No
Student 22	129.5	131	No
Student 23	102.5	107.5	Yes
Student 24	162.5	163	No
Student 25	145	169.5	Yes
Student 26	116	162	Yes
Student 27	134	150.5	Yes
Student 28	126.5	164.5	Yes
Student 29	53.5	58.5	Yes
Student 30	87	95	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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. Moving forward, NYCACS East Harlem is considering an alternative method of assessment that is more academically focused for students who are higher functioning and receive close to the maximum VB-MAPP score of 170.

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 throughout the school year.

RESULTS AND EVALUATION

The table includes data regarding participation in group instruction in the 2022-23 school year. **Forty of 40, or 100% of students participated in group instruction throughout the school year, meeting the goal.**

Student Participation in Group Instruction 2022-23	
Student Name	Yes/No
Student 1	Yes
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes
Student 8	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 9	Yes
Student 10	Yes
Student 11	Yes
Student 12	Yes
Student 13	Yes
Student 14	Yes
Student 15	Yes
Student 16	Yes
Student 17	Yes
Student 18	Yes
Student 19	Yes
Student 20	Yes
Student 21	Yes
Student 22	Yes
Student 23	Yes
Student 24	Yes
Student 25	Yes
Student 26	Yes
Student 27	Yes
Student 28	Yes
Student 29	Yes
Student 30	Yes
Student 31	Yes
Student 32	Yes
Student 33	Yes
Student 34	Yes
Student 35	Yes
Student 36	Yes
Student 37	Yes
Student 38	Yes
Student 39	Yes
Student 40	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The table below includes data indicating whether a given student has had at least three IEP objectives focused on self-care, life skills, and/or increased independence. **NYCACS East Harlem met this goal for 39 of 40, or 98%, of its students. On average, students had seven such objectives included on their IEPs, far exceeding the goal of three.**

Student IEP Objectives 2022-23		
Student Name	IEP Objectives Falling Within Target Categories (Self-care, Life Skills, Increased Independence)	Met Goal? Yes/No
Student 1	1	No
Student 2	4	Yes
Student 3	6	Yes
Student 4	4	Yes
Student 5	9	Yes
Student 6	5	Yes
Student 7	6	Yes
Student 8	5	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 9	5	Yes
Student 10	5	Yes
Student 11	7	Yes
Student 12	6	Yes
Student 13	4	Yes
Student 14	3	Yes
Student 15	5	Yes
Student 16	3	Yes
Student 17	3	Yes
Student 18	6	Yes
Student 19	6	Yes
Student 20	7	Yes
Student 21	9	Yes
Student 22	7	Yes
Student 23	4	Yes
Student 24	7	Yes
Student 25	5	Yes
Student 26	6	Yes
Student 27	6	Yes
Student 28	7	Yes
Student 29	17	Yes
Student 30	16	Yes
Student 31	10	Yes
Student 32	9	Yes
Student 33	4	Yes
Student 34	10	Yes
Student 35	6	Yes
Student 36	9	Yes
Student 37	7	Yes
Student 38	9	Yes
Student 39	9	Yes
Student 40	8	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

While technically not meeting this measure (98% of students had at least three IEP objectives focused on prioritizing self-care, life skills, and independence, with only one student falling below that number), NYCACS East Harlem far exceeded the goal of three such objectives per student with an average of nine per student. The one student who fell short of three objectives in these areas was the student who transitioned to an LRE at the end of this past summer session. All of his IEP objectives were selected with that shift in mind and, therefore, were mainly academic and social in nature. Given that rationale and the ultimate outcome, one could argue that these were, in fact, targeting increased independence. But since they were not technically part of the curricular domains stated in the measure, they were not counted. This may be something to clarify in future. In general, the intentional value placed on these skill areas serves as a means to achieve the best possible outcomes for students. NYCACS East Harlem has always worked and will continue to work closely with families to ensure that these skill areas are addressed both at school and at home.

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 2022-2023 school year, NYCACS-EH had one student who met these criteria. This student participated in inclusion daily, six hours each week, meeting the goal.

Student Inclusion in a Less Restrictive Environment 2022-23		
Students	Inclusion Setting	Hours Per Week
Student 1	CPE II	Daily, 6 hours per week (ended October 31, 2022 due to a full transition into that setting)

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem anticipates additional students qualifying for and participating in inclusion during the upcoming school year. Additionally, as reported in the following measure, five students transitioned to an LRE, which speaks to teacher efforts and success in readying students for this transition even without the benefit of inclusion opportunities.

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.

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, five students transitioned to a less restrictive educational setting, already surpassing the goal for the current five-year term with 13% of students transitioning.**

Students Moved to Less Restrictive Setting 2022-2027 ¹		
Students	Date of Transition	Educational Setting
Student 1	7/22/22	Melissa Riggio Cuny Unlimited College Program at Hostos Community College
Student 2	8/12/22	Horizon
Student 3	8/12/22	Neighborhood Charter School
Student 4	8/12/22	Neighborhood Charter School
Student 5	10/31/22	CEP II

¹ Table includes students who have transitioned through June 30, 2023.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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. NYCACS East Harlem has already transitioned two students to a less restrictive environment for the 2023-2024 school year.

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). AFLS is frequently used to assess adolescents and adults on the autism spectrum. Progress was assessed based on results for each age matched section.

RESULTS AND EVALUATION

Of students assessed using the AFLS, 10 of 10, or 100% demonstrated progress across each age matched section.

Student AFLS Progress 2022-23	
Students	Progress Demonstrated? Yes/No
Student 1	Yes
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes
Student 8	Yes
Student 9	Yes
Student 10	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The table below contains a line for each student who participated in Community Based Instruction (CBI). **Of the students aged 13 and up who were able to participate in CBI, 100% (nine of nine) showed improvement of at least one point on assessment skills targeted in the community.**

Student CBI-Based IEP Objectives Mastered 2022-23			
Students	Number of CBI-Based IEP Objectives	Number of CBI-Based Objectives Mastered	Met 100% Target? Yes/No
Student 1	3	3	Yes
Student 2	3	3	Yes
Student 3	4	4	Yes
Student 4	2	2	Yes
Student 5	1	1	Yes
Student 6	3	2	Yes
Student 7	1	1	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 8	3	1	Yes
Student 9	2	2	Yes

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.

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

The table below contains a line indicating whether increased independence was observed during CBI. **Of the students aged 13 and up who were able to participate in CBI, 100% (10/10) showed an increased level of independence across their time participating in CBI.**

Student CBI Independence 2022-23	
Students	Increased Independence Observed? Yes/ No
Student 1	Yes
Student 2	Yes
Student 3	Yes
Student 4	Yes
Student 5	Yes
Student 6	Yes
Student 7	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 8	Yes
Student 9	Yes
Student 10	Yes

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

NYCACS East Harlem collects 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.

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. Additionally, the partnership with Dave's Gourmet expired due to an unexpected closing of that site in December 2022.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem plans to continue to expand and grow its community partnerships over the next five years. In addition to continued post-pandemic workplace availability issues, the Director of Transition and Community Outreach retired from the school at the end of the last school year. Both of these factors made this a challenging year for NYCACS in terms of community partner engagement work. We anticipate working to gain additional partnerships in the 2023-24 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

Typically, work internship site staff are given 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?”. In the 2022-2023 school year, a formalized survey was not administered to internship sites due to site staff preference and timing. Instead, these questions were answered informally, through phone conversations and emails received by NYCACS staff.

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 two internship organizations, two of two, or 100% indicated that they would host NYCACS East Harlem students again.** Internship staff expressed that they were highly satisfied with the experience.

Internship Organization Satisfaction Ratings 2022-23	
Organization Name	Positive Experience? Yes/No
DREAM Charter School (2nd Ave)	Yes
Asphalt Green	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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 1: STUDENT PROGRESS IN TARGETED PROGRAMMING

NYCACS East Harlem has made significant progress on its outcomes in 2022-2023 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
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.	Met
6. In any five-year period, NYCACS will seek to move at least 5% of its students from their NYCACS classroom placement to a less restrictive educational setting outside of NYCACS.	Met
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.	Met
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	Met

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	
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.	Met
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.	Met
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."	Met

ACTION PLAN

NYCACS East Harlem met 10 of its 11 measures in this goal area during the 2022-23 school year and was just under the target percentage in the two measures that fell short. This is a significant improvement from last school year, where only five of the measures in this area were met.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

GOAL 2: PROGRESS TOWARD REDUCTION OF CHALLENGING BEHAVIOR

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

Measure 1: Reduction of Challenging Behavior

Annually, 100% of NYCACS East Harlem 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.

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

The table below contains a row for each student BIP. Each BIP documents mean and range percentages or occurrences of behavior (depending upon measurement procedures utilized within each plan) from baseline or previous plan. These data are contrasted with the most recent month in the first two columns of the table below. The final column indicates if a reduction in behavior has been demonstrated. **All six students (100%) demonstrated a decrease in the rate of targeted challenging behavior across one or more BIPs.**

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

BIP Challenging Behavior Reduction 2022-23			
Students	Mean Previous BIP or Baseline	Mean Current BIP	Reduction Demonstrated? Yes/No
Student 1	Mean: 11.4% of day	2.69%	Yes
Student 2	Mean: L1 7% & L2 5.7% of day	L1 2%, L2 0%	Yes
Student 3	Mean: IVP .8%, MS 2.8%, SIB .4, E .08, A .16 of day	IVP 0.03%, MS 0.01%, SIB 0, E 0 A 0.38	Yes
Student 4	Mean: 9.3% of day	0%	Yes
Student 5	Mean: 14.8% per day	L1 .5% and L2 .1%	Yes
Student 6	Mean 6% of the day (20 min)	5% per day	Yes

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

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.

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

The table below contains a line for each student without BIPs who were assessed using the VB-MAPP (mainly students under age 13) during the 2022-23 school year. Each row contains their 2021-22 VB-MAPP assessment score in the barriers section, the current year assessment score in the barriers section, the difference between the two, and an indication of whether or not there was improvement. **Of 14 total students, 12, or 86%, showed improvement.** This is an increase from last school year, with 73% of students meeting the goal. Of the two students who did not show improvement, one exhibited an increase in challenging behavior starting in January 2023 (not enough to warrant a BIP, but enough to affect the assessment score). For the other student, it was discovered after scoring that the staff member responsible for conducting the assessment did so incorrectly due to dysfluency with administration. Unfortunately, once the score is submitted to the online platform, one is unable to change it.

VP-MAPP Barriers Improvement 2022-23			
Students	Baseline Barriers Score (Previous year)	Final Barriers Score	Improvement in VB-MAPP Barriers Section? Yes/No
Student 1	42	32	Yes
Student 2	57	50	Yes
Student 3	60	57	Yes
Student 4	13	12	Yes
Student 5	33	21	Yes
Student 6	18	17	Yes
Student 7	28	18	Yes
Student 8	23	16	Yes
Student 9	34	24	Yes
Student 10	47	41	Yes
Student 11	28	29	No

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 12	31	31	No
Student 13	20	18	Yes
Student 14	32	31	Yes

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. While substantial progress was made by the majority of students in this area, learning loss and ongoing challenges from COVID-19 (including disruptions due to staff turnover) persist.

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.	Not 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 or co-morbid conditions, means that challenging behavior can appear suddenly or change in magnitude and topography at different points. Given how much time, planning, collaborating, and problem-solving goes into managing and reducing challenging behavior, NYCACS 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.

METHOD

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

RESULTS AND EVALUATION

The table below contains a row for each student whose Behavior Intervention Plan (BIP) was reviewed. The final column indicates whether or not the HRC responded positively to 80% or more of assessment items.

The Human Rights Committee responded positively to at least 80% of assessment items for three of four, or 75% of BIPs reviewed, coming close to meeting the goal. For the one student who did not receive an 80% positive response, the committee voted yes on five of the seven items for reviews. The committee voted no on two items related to how effective the BIP was in reducing the targeted behaviors. The committee agreed that the behavior plan was effective in keeping the student safe and the classroom environment a productive learning space for the other students. The committee suggested that the classroom team use additional measurement procedures and a more detailed definition of the target behavior. These changes could allow for better identification of the effective components of the behavior plan, as well as the identification of nuanced forms of the target behavior that are decreasing as a result of the BIP.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Human Rights Committee Responses to Reviewed BIP Plans 2022-23			
Student BIP	Number of Assessment Items Requested	Number of Assessment Items with Human Rights Committee Positive Response	80% Positive Response? Yes/No
Student 1- Fall	7	7	Yes
Student 2- Fall	7	7	Yes
Student 3- Spring	7	5	No
Student 4- Spring	7	7	Yes

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

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

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

Parental Consent for BIP Plans 2022-23	
Student BIP	Parental Consent? Yes/No
Student 1	Yes
Student 2	Yes
Student 3	Yes
Student 4	Yes

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	Not 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).

GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

METHOD

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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

The table below contains a row for each student and indicates the number of clinic/school observation hours logged, the number of home consultation hours logged, and the total number of hours of such training activities. 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.

Overall, 21/40—or 53%—of parents/guardians met the required number of training hours as determined by their child's age. 12 of 30—or 40%--of families met the criterion of 10 hours for younger students outside of reduced ratio classrooms. The number of total hours ranged from 5 to 13.5. The target of five hours for the parents of older students and those in reduced ratio classrooms was met, with nine of 10, or 90% meeting criterion. The number of hours ranged from 3.75 to 16.6 total hours.

Parents may choose not to participate, but staff are still expected to find alternate ways of engaging parents in the requisite number of training hours. This continues to be a challenge. However, the school is committed to further analyzing how to maximize engagement given the importance of training and education for parents of children with autism. It seems difficult for many parents to make themselves available regularly, often for reasons that include limitations in work schedules as well as other responsibilities. It will be critical for the school to be realistic about what is do-able for family members while continuing to stress the importance of involvement in their child's education and future planning.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent Training Hours 2022-23					
Students	Student Age	Clinic/School Observation Hours	Home Consultation Hours	Total Hours of Parent Training	Met Target? Yes/No
Student 1	5	5.5	0.5	5.75	No
Student 2	5	7	3.25	10.25	Yes
Student 3	5	10	2.5	12.5	Yes
Student 4	5	5.25	2.25	7.5	No
Student 5	5	7.75	2.25	10	Yes
Student 6	5	5	1.75	6.75	No
Student 7	5	6.25	2.5	8.75	No
Student 8	5	6.25	1	7.25	No
Student 9	5	5	1.5	6.5	No
Student 10	6	9.75	1.5	11.25	Yes
Student 11	6	7	6.5	13.5	Yes
Student 12	6	9.25	1.5	10.75	Yes
Student 13	6	5.7	6.5	12.2	Yes
Student 14	7	4.25	3.25	7.5	No
Student 15	7	7	4	11	Yes
Student 16	7	3.75	1.25	5	No
Student 17	8	4.75	2.25	7	No
Student 18	8	8.75	10.5	19.25	Yes
Student 19	8	1.5	5.75	7.25	No
Student 20	8	3.5	0	3.5	No
Student 21	9	7	6.5	13.5	Yes
Student 22	9	3.5	2.25	5.75	No
Student 23	9	9	1.5	10.5	Yes
Student 24	9	4.25	2.75	7	No
Student 25	10	7.25	4.75	12	Yes
Student 26	10	4	2	6	No
Student 27	11	6.5	1	7.5	No
Student 28	12	7	1.25	8.25	No
Student 29	12	7	1.5	8.5	No
Student 30	12	5.5	3	8.5	No
Student 31	13	3.85	1.5	5.35	Yes
Student 32	14	3.75	2	5.75	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 33	15	6.95	0	5.95	Yes
Student 34	17	4.5	0.5	5	Yes
Student 35	17	3.5	0.25	3.75	No
Student 36	17	3	2.5	5.5	Yes
Student 37	19	7.25	9	16.25	Yes
Student 38	20	3.25	7.17	10.42	Yes
Student 39	20	7.27	9.33	16.6	Yes
Student 40	21	6.6	3	9.6	Yes

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. The school will also continue to look at an optimal meeting frequency so as to maximize staff and family member time.

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 35 statements applicable to NYCACS. Statements were 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 was distributed anonymously using the Qualtrics platform. It was made available in both English and Spanish.

RESULTS and EVALUATION

Thirty five of 40 (88%) of families responded to the NYCACS Program Effectiveness Survey, surpassing the response rate target of 75%.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Program Effectiveness Survey Response Rate 2021-22		
Number of Responses	Number of Families	Response Rate
35	40	63%

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

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] life skills (brushing teeth, setting up table for lunch), following simple commands, identifying pictures (colors, animals).
- [My child has learned skills such as] self-regulating when upset and getting some time to settle down faster.
- [My child has learned skills such as] following directions, ability to be patient, and overall behavioral improvement.
- They are very good with connecting with my child and helping her progress.
- [The school is] very close to families with monthly clinics and strong encouragement to participate in the school. [They are] extremely kind and sensitive in discussing what the children need and what next steps should be.
- Excellent communication with parents, very hands on work students, safety and well being a priority.
- Great communication from teachers. Can always get updates and they are always available on chat to discuss anything
- Well-rounded support for children in all realms- home consultations, educational support and transitions, external resources and relationships in autism community , enrichment programs, accommodations for families circumstances. Great relationships with parents/ families, inclusive, etc.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

- Patient, nurturing environment for my child, inclusive of the entire family, fantastic teachers, leadership team strong advocates for the best for our kids
- Excellent customized education program for autistic children. Strong home consultation program. Ample opportunities for extracurricular activities. The school also forms a knowledge base for opportunities and available help outside of the school, which can be used to further shape the exposure and possibilities for the children.
- The staff has given me ideas as I and effective tactics to use on my child throughout his everyday not only in a school setting. The staff works extremely well and personal to my child's constantly changing needs.
- Monthly clinics, suggestions and referrals to appropriate extracurricular activities (piano, climbing, gymnastics, swimming, baseball), precise customized curriculum with flexibility as needed.
- The quality of the school's teaching is great. Once my children started I saw immediate results within a couple of months. I am very pleased with the support that has been given so far.

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

RESULTS AND EVALUATION

Across 37 families, 100% of those families expressed overall satisfaction with the quality of education observed, surpassing the goal of 85%. Additionally, the overall satisfaction rate across 182 forms was 100%.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Parent Instruction Effectiveness Rating 2022-23			
Family	Number of Instruction-Focused Visits	Number of Visits Rated with Overall Satisfaction	Overall Satisfaction Rate (A/B)
Student 1	8	8	100%
Student 2	3	3	100%
Student 3	8	8	100%
Student 4	7	7	100%
Student 5	2	2	100%
Student 6	5	5	100%
Student 7	5	5	100%
Student 8	7	7	100%
Student 9	9	9	100%
Student 10	2	2	100%
Student 11	4	4	100%
Student 12	6	6	100%
Student 13	1	1	100%
Student 14	7	7	100%
Student 15	1	1	100%
Student 16	8	8	100%
Student 17	4	4	100%
Student 18	2	2	100%
Student 19	7	7	100%
Student 20	10	10	100%
Student 21	7	7	100%
Student 22	1	1	100%
Student 23	8	8	100%
Student 24	2	2	100%
Student 25	5	5	100%
Student 26	6	6	100%
Student 27	5	5	100%
Student 28	6	6	100%
Student 29	7	7	100%
Student 30	6	6	100%
Student 31	3	3	100%
Student 32	6	6	100%

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student 33	2	2	100%
Student 34	8	8	100%
Student 35	1	1	100%
Student 36	1	1	100%
Student 37	2	2	100%

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. As a result of COVID-19 and our remote-only access to parents during that period, surveys were moved to an electronic platform. Results now go directly to the Head of School (rather than a paper/pencil form given to classroom staff) so that each parent/caregiver can be as comfortable as possible sharing both positive and critical feedback about their child's classroom staff and programming. The Head of School will, as always, 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: Effective School Leadership, Strong Family-Community Ties, and Trust. The survey can be completed by hand or online, and is available in multiple languages as needed. By design, the survey's questions are general in nature so as to pertain to schools citywide. The survey was distributed to all families.

RESULTS AND EVALUATION

Parents/guardians expressed exceptionally high satisfaction with NYCACS East Harlem across domains and at a participation rate of 85%, representing 33 families². This exceeds the target of a 75% participation rate.

² Please note that the results are embargoed at the time of this report submission.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

NYC School Survey Response Rate 2021-22		
Number of Responses	Number of Families	Response Rate
33	39	85%

Across the three delineated areas -- Effective School Leadership, Strong Family-Community Ties, and Trust--95% of parents responded positively, on average. This far exceeds the target of a 75%.

NYC School Survey Parent Satisfaction on Key Results 2021-22	
Item	Percent of Respondents Satisfied
Effective School Leadership	94%
Strong Family-Community Ties	98%
Trust	94%

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.

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 2022-23 school year, NYCACS conducted a Parent Alumni Survey of families whose children transitioned out of NYC Autism Charter Schools. In almost all cases, these transitions were either to less restrictive environments, to more restrictive environments (i.e., residential care facilities), or to the adult service support system at age 21. The survey collects data on current school placement and living situation.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

The survey also solicits overall parent feedback on their satisfaction while at NYCACS, the most important skills learned, and ways in which NYCACS could have done better to support both child and family. Using a five-point scaled response from strongly disagree to strongly agree, the survey asks parents to respond to the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” Surveys are disseminated biannually, and results represent alumni from both schools – NYCACS Bronx and NYCACS East Harlem.

RESULTS AND EVALUATION

NYCACS had six alumni families complete the survey in the 2022-23 school year whose child transitioned out of NYCACS to move to a less restrictive educational setting. Of those six families, 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 2021-2022		
Total Responses	Total Moved to LRE	Satisfaction Rate
6	6	100%

ADDITIONAL CONTEXT AND EVIDENCE

The numerical results indicate NYCACS’ positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Some parent comments include the following:

- This school helped our child so much. My family is very grateful for this school.
- They should have had an extension of school for children who are higher functioning.
- We will always be grateful to this school.
- We hold a very special place in our heart for the NYCACS family . We attribute our child’s success in life to your program giving him the foundation he needed to succeed.
- The teachers are the most skillful, empathetic and loving people we have ever encountered.

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.

2021-2022 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

In the 2022-23 school year, NYCACS had six families complete the survey whose child transitioned to a more restrictive setting. Of these six families, 100%, or six of six, indicated that they strongly agree with the statement, “While at NYCACS, I felt that my child was part of a positive and supportive environment.” All of these families transitioned to a residential facility.

NYCACS Parent Alumni Survey Satisfaction Rate 2022-2023		
Total Responses	Total Moved to MRE	Satisfaction Rate
6	6	100%

ADDITIONAL CONTEXT AND EVIDENCE

The numerical results indicate NYCACS’ positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Some parent comments include the following:

- Very uplifting, positive experience, positive energy!
- Changed our lives.
- Loved the program and the staff. We continue to talk about it.

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 2022-23 school year, NYCACS had eight families complete the Alumni Parent Survey whose child had aged out of the program.

Of these families, 100%, or eight of eight, 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.”

2019-2020 ACCOUNTABILITY PLAN PROGRESS REPORT

NYCACS Parent Alumni Survey Satisfaction Rate 2022-2023		
Total Responses	Aged Out	Satisfaction Rate
8	8	100%

ADDITIONAL CONTEXT AND EVIDENCE

The numerical results indicate NYCACS' positive impact. But it is the comments from parents that give even more insight into how and how much NYCACS students benefit from the education they receive. Some parent comments include the following:

- Best experience ever.
- NYCACS is a great school, teachers and staff are amazing people who work really hard to teach our children the skills they need when they are no longer in school.

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Eight of eight (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	Identified transition college program	Yes
Family 4	Explored adult service options	Yes
Family 5	Explored adult service options	Yes
Family 6	Identified post-NYCACS day habilitation program; transition items complete	Yes
Family 7	Identified post-NYCACS day habilitation; transition items complete	Yes
Family 8	Identified supported employment site; transition items complete	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 movement - into a less restrictive setting, a more restrictive setting, or the world of adult services - as it has done in the 2022-23 school year.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF GOAL 4: PARENT ENGAGEMENT AND SATISFACTION

Measure	Outcome
1. Annually, 85% of parents/guardians whose children are 12 years old or younger will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning on an annual basis: 85% of parents/guardians whose children are 13 years old or older will participate in a minimum of five hours of individualized parent training focused on school, home, and/or community learning.	Not Met
2. Annually, 85% of parents/guardians will rate the NYCACS education program as effective in the annual Program Effectiveness Survey. The school will obtain a 75% participation rate.	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.	Met
6. 100% of parents or caregivers of children who have transitioned out of NYC Autism Charter Schools to attend a more restrictive educational setting (MRE), and who complete a biennial survey, will positively rate their experience at NYC Autism Charter Schools and the impact it had on their children.	Met
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 actions include: having their child evaluated to become eligible to access OPWDD (Office of People with Developmental Disabilities) services and	Met

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.	
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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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

The table below provides the average post-test scores compiled for 15 staff members who joined during the 2022-2023 school year and indicates whether they met the criteria of at least 80% mastery. **100%, or 16 of 16 staff members, surpassed the 80% post-test criterion, with a post-test score of 90%+ across the board.**

Post-test Training Scores 2022-23		
Staff Member	Post-Test Score Average	Criteria Met? Yes/No
Staff Member 1	90+%	Yes
Staff Member 2	90+%	Yes
Staff Member 3	90+%	Yes
Staff Member 4	90+%	Yes
Staff Member 5	90+%	Yes
Staff Member 6	90+%	Yes
Staff Member 7	90+%	Yes
Staff Member 8	90+%	Yes
Staff Member 9	90+%	Yes
Staff Member 10	90+%	Yes
Staff Member 11	90+%	Yes
Staff Member 12	90+%	Yes
Staff Member 13	90+%	Yes
Staff Member 14	90+%	Yes
Staff Member 15	90+%	Yes
Staff Member 16	90+%	Yes

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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

The table below summarizes the percentage of staff who rated information from staff development meetings as valuable. **Across staff development meetings, 98% of staff in attendance rated the information as valuable, surpassing the target of 80% for the measure.**

Staff Development Ratings 2022-23			
Meeting Date	Topic	% of Staff Rating Information as Valuable	80% Criteria Met? Yes/No
9/1/22	Junior Staff Training	100%	Yes
9/7/22	The Power of Choice Part I	100%	Yes
9/22/22	The Power of Choice Part II	100%	Yes
9/29/22	Thoughtful Programming Toward Maintenance of Skills Part I	100%	Yes
11/8/22	Junior Staff Training	94%	Yes
12/8/22	Junior Staff Training	97%	Yes
12/15/22	Thoughtful Programming Toward Maintenance of Skills Part II	100%	Yes
1/19/23	Toilet Training (Dr. Frank Cicero)	100%	Yes
2/2/23	Junior Staff Training	93%	Yes
3/30/23	Antecedent Management	100%	Yes
5/12/23	Group Instruction Part I	95%	Yes
6/7/23	Collecting Effective ABC Data	100%	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

ADDITIONAL CONTEXT AND EVIDENCE

The structure of staff development meetings changed during the pandemic, with professional development 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 comprehensive end-of-year performance evaluation. Data regarding each staff's performance of pivotal teaching skills are collected. The evaluations employ objective measures, including the following: frequency of behavior-specific praise; levels of engagement and on-task behavior of both students and staff; ability to implement a variety of teaching strategies; ability to follow and implement a written behavior intervention plan; and ability to use and understand behavioral terminology. Data are collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues) that are further broken down into many discrete instructional skills. 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

The table below verifies that 30 of 30, or 100%, of instructional staff invited to return in 2022-2023 school year demonstrated proficiency in teaching techniques and satisfactory execution of job requirements.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Proficiency Ratings 2022-23	
Staff Member	Proficiency Shown? Yes/No
Staff Member 1	Yes
Staff Member 2	Yes
Staff Member 3	Yes
Staff Member 4	Yes
Staff Member 5	Yes
Staff Member 6	Yes
Staff Member 7	Yes
Staff Member 8	Yes
Staff Member 9	Yes
Staff Member 10	Yes
Staff Member 11	Yes
Staff Member 12	Yes
Staff Member 13	Yes
Staff Member 14	Yes
Staff Member 15	Yes
Staff Member 16	Yes
Staff Member 17	Yes
Staff Member 18	Yes
Staff Member 19	Yes
Staff Member 20	Yes
Staff Member 21	Yes
Staff Member 22	Yes
Staff Member 23	Yes
Staff Member 24	Yes
Staff Member 25	Yes
Staff Member 26	Yes
Staff Member 27	Yes
Staff Member 28	Yes
Staff Member 29	Yes
Staff Member 30	Yes

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 100%, representing 100% of instructional staff. This exceeds the target of a 75% participation rate.

NYC School Survey Survey Response Rate 2022-23		
Number of Responses	Number of Instructional Staff	Response Rate
10	10	100%

While the school did not receive scores of 75% or higher across *all* domains, overall satisfaction was 92%.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

NYC School Survey	
Teacher Satisfaction on Key Survey Results 2022-23	
Domain	Percent of Respondents Satisfied
Peer Collaboration	100%
Outreach to Parents	100%
Preventing Bullying	100%
Program Coherence	97%
Cultural Awareness and Inclusive Classroom Instruction	95%
Instructional Leadership	93%
Quality of Professional Development	90%
Social-Emotional	88%
School Commitment	80%
Safety	80%
Teacher-Principal Trust	76%
Teacher Influence	72%
Classroom Behavior	71%
Innovation and Collective Responsibility	66%
Teacher-Teacher Trust	65%

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. 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 23-24 school year.

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

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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, 14 of 62, or 23%, were working toward or completed their ABS or SPED certification in the 2022-23 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 2022-23	
School	Percent of Instructional Staff Toward ABA or SPED Certification
NYCACS East Harlem	6 of 39, or 15%
NYCACS Bronx	8 of 23, or 35%

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.

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.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Of East Harlem staff, 4 of 39 (10%) participated in the tuition assistance program. Of Bronx staff, seven of 22 (32%) participated in the tuition assistance program, meeting the goal at the individual school level. Overall, 11 of 61—or 18%--of staff participated, falling below the goal overall.

Staff Participating in Tuition Assistance 2022-23		
	Total Staff Members Who Participated in Tuition Assistance	Total Staff Members
East Harlem	4	39
Bronx	7	22
Total	11	61

ADDITIONAL CONTEXT AND EVIDENCE

NYCACS East Harlem prides itself on attracting and retaining 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.

METHOD

During the 2022-23 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, 74%--or 17 out of 23--answered “somewhat agree” or “strongly agree” to learning valuable skills at NYCACS that support their current work, coming close to meeting the goal.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Alumni Staff School Ratings 2022-23	
Total Staff	Percent Learned Valuable Skills at NYCACS
23	74%

ADDITIONAL CONTEXT AND EVIDENCE

As with the parent alumni survey responses, the numerical results indicate NYCACS' positive impact, despite not meeting the target percentage. However, it is the comments from staff that continue to give even more insight into the critical skills and sensibilities that staff gain from working at NYCACS. Some highlights include the following:

- I learned so much from NYCA! It has helped me so much to where I am now.
- [NYCACS] determined my career path and was the reason I decided to become a BCBA-LBA.
- It solidified that I wanted to continue working with individuals with autism and inspired me to continue my education in ABA / autism education.
- It showed me the importance of structure and consistency when working with individuals with disabilities.
- NYCACS was integral in falling in love with the field for me.
- Working at NYCA positively shaped who I am as a leader.
- Confirmed my desire to work 1:1 with people and have a job in which I'm supporting others.
- Solidified the passion I already had to help kids with autism, made me want to explore different age groups.
- NYCACS is the reason why I pursued a career in education. There is no school like NYCACS! It has taught me how to be the best teacher to my students and support my students' families.
- I am doing my current work entirely because of my experience at NYCACS--and I believe it helped make me a successful BCBA.

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

2022-2023 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.	Participation: Met Satisfaction: Not 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- East Harlem Met- Bronx
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.	Not Met

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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.

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 partners for peer mentoring, potential collaborative partners, and foundations interested in supporting autism initiatives. Finally, NYCACS actively reaches out to the NYC DOE, community representatives, and government leaders to educate and advocate for high quality services for students with autism.

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 522 parents and professionals participated, far surpassing the goal of 50 participants.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Open House/Professional Development 2022-23			
Date	Number of Attendees	Name/Organization	Purpose
03.08.2023	20	Various parents	In Person Open House (English and Spanish) in EH to see the school and learn more about the program
03.08.2023	15	Various Parents	Virtual Information Session (English and Spanish) to learn more about the program
03.15.2023	22	Various parents	In Person Open House in BX (English and Spanish) to see the school and learn more about the program
03.15.2023	17	Various parents	Virtual Information Session (English and Spanish) to learn more about the program
Throughout the year	448	N/A	448 people viewed the virtual open house posted on the website across the year

ADDITIONAL CONTEXT AND EVIDENCE

Since the COVID-19 pandemic eased this school year, NYCACS was able to provide both in-person and virtual observations and open houses for both parents and professionals.

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 2023-23 school year, three student interns were placed.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Student Interns 2022-23	
Intern	Participating Dates
Intern 1	7-18-2022 through 7-29-2022
Intern 2	9-19-22 to 5-24-23
Intern 3	6-6-2022 to 8-10-2023

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

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 this school year, the school experienced the departure of its Director of Transition and Community Outreach, who had been spearheading this program for years. 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 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.”

2022-2023 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 were unable to conduct the program this school year, NYCACS East Harlem looks forward to implementing the Peer Mentoring Program in the 2023-2024 school year.

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 12 autism awareness sessions in the 2022-2023 school year, reaching 101 people across NYCACS East Harlem and NYCACS Bronx, fully meeting the goal. 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.

Autism Awareness Outreach Efforts 2022-23			
Date	Event Title	Audience	Number of Participants
10.27.2022	ASD and Effective Tools and Tips	Parents from PS56, MS80, and PS/MS280	13 Parents
11/10/22	Programming with Cultural Sensitivity and Awareness (JJ)	Staff from The Place for Children with Autism	26 BCBAs
11/28/22	Assessing and Addressing Challenging Behavior in the Classroom (SM, JF, HB)	Gen Ed and SPED Teachers and Paras from The Equity Project Charter School	15 Teachers
3/22/23	Strategies to Support Individuals Who Are	Tech Kids Unlimited	9 members of core education team

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

	Neurodiverse in the Classroom (RB & WC)		
1/19/23 (1hr), 1/27/23 (1hr), 1/30/23 (30 min)	Challenging Behavior & Skill Acquisition Programming Consulting - Kindergarten (SM)	CPEII	2 teachers, 4 paraprofessionals
2/1/23 (1.5 hrs)	Intro to Autism (SM)	CPEII	2 teachers, 17 students
3/23/23 (1 hr)	Challenging Behavior & Skill Acquisition Programming Consulting - Prekindergarten (RB)	DREAM Pre K	1 student
4/5/23 (1 hr)	Challenging Behavior & Skill Acquisition Programming Consulting - Kindergarten (SM)	CPEII	1 Paraprofessional
6/12/23 (3hrs)	Challenging Behavior, Skill Acquisition Programming, Curriculum Modification, School Readiness Skills Consulting (SM)	Explore Charter Schools	1 school administrator, 1 special education teacher
1/18/2023 (2hrs)	Tour of school, classroom observation, and discussion of effective classroom teaching strategies	Equity Project Charter School	4 administrators
1/19/23	Tour of school, classroom observation, and discussion of effective classroom teaching strategies	Forte Prep Charter School	4 administrators
2/19/23	Discussion of FBA and BIP process	Forte Prep Charter School	1 administrator

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

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 2023-2024 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

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 2022-2023 school year, NYCACS staff presented at one New York State-based conference, meeting the goal.

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Staff Presentations 2022-23			
Attendees	Conference Name	Topic	Date
Educators	New York State Behavior Analysis Conference in Albany	Research Posters: Use of Equivalence Based Instruction to Teach Piano Skills to Children with Autism & Further Evaluation of Secondary Target Acquisition	27-Oct-22

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 presenting at another conference in the 2023-2024 school year.

2022-2023 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.	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 2023-24 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 2023 is currently underway and will be submitted together with all additional required documentation by November 1, 2023.

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](#).

2022-2023 ACCOUNTABILITY PLAN PROGRESS REPORT

Accountability Status by Year

Year	Status
2020-21	Good Standing
2021-22	Good Standing
2022-23	Good Standing

ADDITIONAL CONTEXT AND EVIDENCE

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