



# **The New York City Department of Education**

## **Office of Charter Schools**



# **Quality Review Report**

**Explore Charter School**

**84K704**

**15 Snyder Avenue  
Brooklyn, NY 11226**

**Board Chairs: Karolyn Belcher**

**Dates of review: May 8, 2008**

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&**

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## Part 1: The school context

### Information about the school

Explore Charter School (ECS) is an elementary-middle school with students from kindergarten through grade 8. The school just graduated its first eighth grade class at the end of the 2007-08 school year. The school population comprises 90% Black and 10% from other origins. The student body includes less than 1% English language learners and 11% special education students. Boys and girls are equally represented. The average attendance rate for the school year 2006-2007 was 95.4%.

The Quality Review Team also reviewed adherence to the charter goals as part of the review.

## Part 2: Overview

### What the school does well

- The very positive partnership between the principal and executive director ensure that there is strong organizational and academic leadership.
- The vision for what the school should be like is very clear, and is effectively communicated to the whole school community.
- Data is used very successfully to measure progress and to identify student needs.
- Teachers work collaboratively to plan instruction and set goals for student learning.
- Members of staff share the same high expectations for student outcomes, encouraging students to give their best.
- Academic intervention teachers provide extremely effective support for students who are in the greatest need.
- A wide and interesting enrichment program encourages students' motivation for learning.
- The school climate is pleasant and stimulating, enabling students to learn in a very positive environment.
- Leaders place great value on professional development and teachers appreciate the opportunities to improve their skills and knowledge.
- Strategic planning for school development and improvement is excellent.

### What the school needs to improve

- The school does not currently analyze data in a way that allows them to look carefully at progress made by the school's most pertinent sub-groups and to set goals for their improvement.
- Effective use of data to plan lessons and decide on teaching strategies that have maximum impact on learning is not completely consistent across the school.
- Not all teachers have clear aims for student learning communicated at the beginning of a lesson, often confusing lists of tasks to be completed during a class period as the aim.

- The school could benefit from providing more opportunities to identify and share good practice throughout the school to ensure consistency in the quality of teaching and learning.

## Part 3: Main findings

### **Progress made since the last review.**

The school has made good progress in addressing the issues identified in the previous Quality Review report.

### **Overall Evaluation**

The Explore Charter School (ECS) leadership team set out at the beginning of the 2007-08 school year with an ambitious goal in mind: to reach 100% at everything they undertake. This ambitious goal was quickly communicated to the entire staff and student body through staff development, colorful signs across the school, and “100%” on t-shirts. Not only is this goal to get 100% of students proficient, participating, and attending daily a visual goal, but it is a truly palpable goal around the school. School leaders and teachers talk with excitement and conviction that they can help their student reach 100%; students feel that they can achieve this as well, and are committed to doing so.

This powerful goal-setting and culture of high expectations exemplifies the tireless work and reflection that the effective leadership team at the school has undertaken. An Executive Director and Principal lead the academic side of the school and work hard to ensure that when strategies are not working to promote student learning, teachers are flexible enough to implement new programs based on a constantly updated, objective understanding of student performance. This carries over to the business side of the school, where a Chief Operations Officer and Chief Financial Officer work efficiently to ensure the school is making choices with student learning in mind. Staff across the school are given opportunities to become closely involved with student learning and success; the school has a ‘buddy system’ whereby teachers and out of classroom staff mentor students who are not directly in their charge to provide positive role modeling and academic tutoring. All members of the leadership model participation in these school wide programs as well, each tutoring several students in the school.

Responding quickly to the needs of all students is a hallmark of this school. An extremely effective student support services team works collaboratively to implement new strategies for students with special needs and create opportunities for service providers to observe one another and give constructive feedback aimed at better supporting each student in his or her growth. This means that the support team can work very flexibly and choose to implement creative strategies mid-year as soon as student performance data indicates that previous strategies are not working. This is most effective among members of the student support services team, and not all teachers are as adept in their use of data yet.

The ECS board has provided meaningful oversight to the school leadership. The board demonstrates a good mix of skill sets to deliver effective results for the school community. The school is practicing good fiscal internal controls to guide its day-to-day operation. With no reservations on internal controls, the school displays solid financial outlook.

Strong parent engagement efforts have helped create high rate of parent satisfaction among families that are very committed to the future success of the school, although most staff indicate that increasing parent participation in the school should continue to be a focus.

**EXPLORE CHARTER SCHOOL'S PERFORMANCE ON  
OFFICE OF CHARTER SCHOOL'S ("OCS") EVALUATION CRITERIA**

**Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and is able to do and to monitor the student's progress over time.**

**This area of the school's work is well developed.**

Leaders and staff have very good knowledge of individual students. Their awareness is supported greatly by the fact that the school is small, but even so, adults make every effort to get to know their students well and to fully understand their needs. Data is very comprehensive. Leaders successfully promote the importance of generating, collecting, analyzing and using data. This aids the establishment of exact goals for individual students and for whole school developments. As a result, scores on state tests are improving year-on-year. However, leaders do not advocate that improved test results are good enough alone. They recognize that the school will only be truly effective when proficiency levels for all groups of students are equally high. They clearly explain how the school's success depends on the amount of progress each student makes from their starting level. To this end, leaders are adept at comparing outcomes from year to year, for subjects, across grades and by teacher. Very good attention is paid to the progress made by special education students. This helps leaders and intervention teachers plan extremely well to meet their needs. Teachers are very appreciative of the "smart" administration that guides them through the data and encourages a better understanding of the impact of their work.

Detailed examination and analysis of data relating to the school's most pertinent sub groups is more limited. It is obvious that leaders see each student as an individual and feel some trepidation in looking more closely at the progress made, for instance, by Hispanic girls or Black boys. However, there are obvious differences in the achievements of some groups and leaders know that these must be addressed with exact planning, clear goals, and succinct success criteria. Currently, the school does not use data effectively to monitor the progress of all student subgroups to gain a full understanding of comparative rates of progress. This hinders the school's intervention process goal to ensure good rates of progress for all groups. Leaders acknowledge that this is a barrier to their realization of 100% of students meeting and exceeding State standards, which is a clear goal that all administrators, staff and students have internalized this year.

**Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student's next learning steps and to set suitably high goals for accelerating each student's learning.**

**This area of the school's work is well developed.**

Leaders communicate whole school development goals very clearly. This year, for instance, the leadership and staff collaboratively set a goal that 100% of students would become proficient. This goal was evidenced in conversations with leaders, teachers, and students, as well as visually through motivating posters across the school. Leaders provide good opportunities for staff to work together to plan learning and to create

specific goals that will influence whole school outcomes. Teachers are very appreciative of the high levels of collaboration that help them to focus succinctly on student needs. Goal setting and planned intervention for special education students and students in need of specific support for an identified need are particularly impressive. Academic intervention teachers work extremely effectively to meet individual needs and they achieve targets that influence individual rates of progress and overall school outcomes.

Expectations of students are high. Expectations are equally high of teachers to secure good student progress, and teachers are very aware of this high level of accountability. In general, students know and understand the targets that are set for them. Parents are equally clear about what their children need to do to improve. The school greatly values parental contribution and encourages parents to take an active role in all that the school does. Leaders and teachers recognize that more parents are now involved in the school's work, but would be very happy to see participation increase further.

**Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students around its plans and goals for accelerating student learning.**

**This area of the school's work is well developed.**

The school has a well-established core curriculum that facilitates opportunities for regular assessment. The curriculum incorporates a range of instructional programs to support specific development, such as phonic awareness through the Wilson Foundations Program. Having established gaps in learning, students receive useful additional instruction in English language arts from September to the end of November. From January to March, the school makes use of formative assessment to plan for extra support in math. Leaders have identified differentials in English language arts results and therefore the curriculums for science and social studies support the development of literacy skills for all students. A wide range of enrichment activities, clubs and sports motivate students in their learning. Teachers make good use of a range of strategies to make lessons interesting and engaging. The school encourages initiative in teaching styles and methods, and tests out new curricular programs as alternative strategies for promoting progress. An example of this is a recent pilot implementation of Singapore Math. Teachers are very enthusiastic about how leaders facilitate "teams of people bouncing ideas in an environment that encourages it." They also say that instructional materials and resources are readily available to support teaching and learning effectively.

Although it remains an area for improvement, teachers are making better use of data to guide their day-to-day instruction. Leaders are aware that further support and sharing of good practice is necessary to make sure that there is a consistently good match of work to student needs. Additionally, learning objectives in some lessons describe the activity that will take place during the lesson, rather than to inform students about what they will learn. This does not support teachers in making end of lesson assessment, nor does it create opportunities for students to self-assess their learning.

**Quality Statement 4 - Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.**

**This area of the school's work is well developed.**

The school is committed to building staff capacity and creating confident teachers with a repertoire of skills that promote good student learning. Their aim is to move teachers away from using a "script" for teaching. They want to create a team of professionals who think about the best ways to do things to have maximum impact on student learning. Leaders are very knowledgeable about teachers' strengths. They are equally clear about where teaching and learning need to improve. They use data wisely to make decisions about professional development for the whole staff. Individual teachers are supported through differentiated training opportunities, based on personal goals or those directed by school leaders. Leaders frequently visit lessons on an informal basis. They give clear feedback to teachers about "wows and wonderings" that help them improve their work. There are some opportunities for teachers to observe colleagues, but these are not yet frequent enough to encourage the regular sharing of best practice around the school.

The school runs very smoothly and procedures are well established. Leaders allocate roles and responsibilities appropriately and the management of the school on a day-to-day basis is very good. There has been a firm focus on behavior management and a concerted effort to ensure that teachers respond in a consistent way to poor behavior. This year, students in grades 5 through 8 participated in an "acculturation" program. This program builds awareness of the school's expectations about behavior, conduct, academic effort and relationships throughout the school. Leaders plan to extend the program to grades 3 and 4 in the next academic year. Clarity and consistency are gradually growing as students acclimate to the school's desired culture.

**Quality Statement 5 - Monitor and Revise: The school has structures for evaluating each student's progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

**This area of the school's work is well developed.**

Detailed analysis of data empowers leaders to make informed decisions about whole school goals and enables them to devise very effective strategic plans for improvement. They document goals explicitly and review them rigorously. The school is very self-reflective and leaders and faculty question themselves continually. The school's self-evaluation form prepared for the Quality Review exemplifies well-developed skills in reviewing the school's current status and highlighting strengths and weaknesses. The ability to look objectively at how well the school is doing is the foundation of its continual development and growing success. Leaders understand that extended analysis of data for specific groups of students will enable them to measure the school's success in the areas where improvements are most needed more accurately. Teachers recognize their role in supporting the achievement of whole school goals through accurate formative assessment and good teaching. They understand how interim assessments aid leaders in measuring success. Leaders are committed to supporting teachers to do their job as best as they can and to ensure that agreed outcomes are achievable. The school's vision is very firmly established. The school believes that "college is a necessity to make your dreams come true" and is doing a good job in moving students towards their dreams.

**Quality Statement 6 - Monitor Effectiveness: The Charter School Board is proactive and diligent in undertaking its administrative responsibilities.**

**This area of the school's work is well-developed.**

The board of trustees is responsible for the overall direction and fiscal well-being of the school. As such, the board of trustees has the authority and duty to adopt policies and by-laws that are necessary to meet its statutory responsibilities and produce optimal academic results. Those administrative and daily operational responsibilities need to be delegated to principals, senior management/administrators, and board appointed officers to manage the school within the established policies. The principal /senior administrators, and board appointed officers should then be held accountable for performance.

The ECS board is providing effective oversight to the school and holding the school leaders accountable through annual reviews and ongoing discussions regarding student outcomes. The vision of the board is to continue to refine best practices, get youngsters into best high schools, track students and develop an effective alumni base. The board tracks progress in comparison to its charter goals on an ongoing basis. The school's board of trustees consists of educational, political, fundraising, financial, and legal expertise. The board also has sub-committees to assist in its day-to-day work.

The board plans to conduct an annual evaluation of the school leaders, including the executive director, at the end of the school year.

**Quality Statement 7 – Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.**

**This area of the school's work is outstanding.**

A charter school should be able to operate with an annual budget that reflects the expected revenue and expenses for the fiscal year. Since the revenue stream for charter schools tends to be based upon the number of students served (per pupil revenue) and the State and Federal grant (Title funding, etc.) funding, a continued and growing negative net balance poses a threat to school's stability and the ability to fulfill its short and long-term financial obligations. In the end, it is worth noting that a school may implement and practice the best internal controls (procurement, check signing, balanced budget, etc.) and could still end up in a difficult financial condition.

The ECS board has been proactive in contracting an audit firm and which has produced the school's financial statements in reasonable period. The school maintains necessary financial documents to facilitate decision making at all levels. The unaudited balance sheet as of June '07 casts a solid financial position of the school with liquid assets totaling over \$1 million. The school has current liabilities of \$545,117 and is in a good position to meet its short-term financial obligations. The statement of activities as of June '07 does not pose any particular concerns. The school provided the annual site visit team with a cash flow analysis projecting out until March '09. According to the cash flow projection, the school is expected to finish the '08-'09 fiscal year with a surplus of over \$585,000.

During the visit, the school officials were interviewed on the procurement process and check signing process, three randomly selected paid invoices were inspected, random human resource files were inspected (three teachers, two non-teaching staff), and fingerprinting documents were inspected (all staff hired since the previous year school visit). The school is following its adopted financial policies and has implemented some of the best internal controls. Paid invoices had the right purchase order approvals, order and receiving of goods, presence of packing slips and invoices along with proof of payment with proper signatories. The school has tagged its assets for inventory purposes.

The teacher and staff files were kept in proper condition with fingerprint clearance, W-4, I-9, and proper identification.

Please note that although the school has implemented good internal controls, it is the ongoing financial information (cash flow, balance sheet, statement of activities, board approved budget), that determines the fiscal health of a school and keeps it solvent in the near future and beyond.

**Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.**

**This area of the school’s work is well-developed.**

Parent engagement is one of the cornerstones in measuring parent satisfaction, initial and ongoing expectations, student academic improvement, and true parental inputs in choices made by the school. Parent engagement in charter schools tends to come in all forms: Parent Teacher Association (PTA), Parent Advisory Committee/Councils (PAC), Parent Association, parental involvement at board level, etc. While none of these vehicles represents the perfect solution for increasing parental involvement, all schools are expected to make good faith efforts to stimulate parental participation in creating a community that believes in the school’s vision and ongoing strategic direction.

Overall, ECS does a well-developed job engaging the school community. The school maintains a PTA that meets once per month. Parents feel that there are ample opportunities to meet each other socially and to connect to the school community on a more meaningful level at events like the “Winter Dinner,” “Black History Celebration,” and the “Family Math Night.” The school sends home a newsletter (the “Blue Memo”), on a weekly basis and does a good job posting its school calendar, event calendar, testing calendar, transportation schedule and emergency plans on the school’s website. ECS staff and the board of trustees consistently post the location and times of upcoming board meetings in the school, however no evidence was found of postings in the “Blue Memo” or on the website. Parents feel that the school does a high-level job of imparting students’ progress as it currently distributes thorough report cards five times per year and four progress reports in between each report card. Each parent also receives a list of teachers’ cell phone numbers as a means of strengthening teacher-to-parent communication. All of the parents our office spoke to feel proud that the school holds high expectations for its students and feel that they are active members in a school community they are proud of.

## Part 4: School Quality Criteria Summary

CHARTER SCHOOL NAME: EXPLORE CHARTER SCHOOL (K704)



### Quality Statement 1 – Gather Data: School leaders and faculty consistently gather and generate data and use it to understand what each student knows and can do, and to monitor the student’s progress over time.

To what extent do school leaders and faculty gather, generate, and utilize data to provide . . .	Δ	➤	✓	+	◇
1.1 an objective, constantly updated understanding of the performance and progress of each student, classroom, grade level?				X	
1.2 an objective, constantly updated understanding of the performance and progress of special education students?				X	
1.3 an objective, constantly updated understanding of the performance and progress of English language learners?	NA				
1.4 an objective, constantly updated understanding of the performance and progress of ethnic groups, gender groups and all other categories of interest to the school?			X		
1.5 a measurement of performance and progress based on the school’s own past performance, and among students, classrooms, grades and subject areas?				X	
1.6 a measurement of performance and progress that demonstrates that the charter school is at least meeting the State’s student performance standards for all other schools?				X	
1.7 training, management systems and structures that support teachers in the use of school data to inform planning and instruction and to track the progress of students?				X	
<b>Overall score for Quality Statement 1</b>					X

### Quality Statement 2 – Plan and Set Goals: School leaders and faculty consistently use data to understand each student’s next learning steps and to set suitably high goals for accelerating each student’s learning.

To what extent do school leaders and faculty . . .	Δ	➤	✓	+	◇
2.1 engage in collaborative processes to set rigorous, objectively measurable goals for improvement, and to develop plans and time frames for reaching those goals?				X	
2.2 focus on each student, classroom, grade level, academic subject and group of students whose performance or progress has been identified by the school as a particular focus area?				X	
2.3 identify and improve the performance and progress of those students in greatest need of improvement?					X
2.4 share whole school goals with all members of the school community to rigorously improve the performance and progress of students?				X	
2.5 convey consistently high expectations to students and their parents/caregivers?				X	
2.6 regularly provide students and their parents/caregivers with information about the goals set for each student, and about each student’s progress and performance, and how they can improve?				X	
2.7 invite and enable parents/caregivers to provide useful information to teachers and the school about the learning needs and capacities of their children?				X	
2.8 implement a comprehensive special education program that complies with applicable governing laws?				X	
2.9 implement a comprehensive program for English Language Learners that complies with federal law?					
<b>Overall score for Quality Statement 2</b>					X

Δ	<b>Underdeveloped</b>
➤	<b>Underdeveloped with Proficient Features</b>
✓	<b>Proficient</b>
+	<b>Well Developed</b>
◇	<b>Outstanding</b>

<b>Quality Statement 3 – Align Instructional Strategy to Goals: The school aligns its academic work, strategic decisions and resources, and effectively engages students, around its plans and goals for accelerating student learning.</b>					
<b>To what extent do the school leaders. . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
3.1 select core curricular approaches that facilitate and provide meaningful interim data about progress towards goals and focus on raising the achievement of students?				X	
3.2 provide a broad and engaging curriculum, including the arts, to enhance learning both within and outside the school day?				X	
3.3 hold teachers accountable for the progress and learning of the students in their charge, for making instruction interesting and compelling, and for creating a positive, safe and inclusive learning environment?				X	
3.4 ensure that teachers use school, classroom and student data to plan for and provide differentiated instruction that meets the specific needs of all the students in their charge?			X		
3.5 make staffing and scheduling decisions strategically, based on data, to meet the school's academic goals for all?				X	
3.6 ensure that there is an environment of mutual trust and respect between all staff and students to support personal and academic development?				X	
3.7 ensure that there are effective and consistently applied procedures to encourage and monitor student attendance and tardiness and report actual attendance data?				X	
3.8 ensure that their charter high school meets the defined graduation standards as determined by NYCDOE (where applicable)?					N/A
3.9 ensure that the time given over for instruction is at least equivalent to that required in other public schools?				X	
3.10 ensure that discipline policies, including those for suspension and expulsion, are documented and filed with the CSO?			X		
<b>Overall score for Quality Statement 3</b>				<b>X</b>	

<b>Quality Statement 4 – Align Capacity Building to Goals: The development of leadership, teachers and other staff capacity is aligned to the school's collaboratively established goals for accelerating the learning of each student.</b>					
<b>To what extent do the school leaders. . .</b>	<b>Δ</b>	<b>➤</b>	<b>✓</b>	<b>+</b>	<b>◇</b>
4.1 use frequent observations of classroom teaching by the principal and other available information to develop a differentiated strategy for improving the quality of each teacher's instruction?				X	
4.2 make professional development decisions strategically, based on data, to help meet the improvement goals of students and teachers?				X	
4.3 provide frequent opportunities for teachers to observe each other's classroom instruction and to meet together in teams to plan, share effective practices, and evaluate one another's instruction in an open and reflective professional environment?			X		
4.4 develop effective procedures for the induction and support of teachers who are new to the profession or the school?				X	
4.5 align youth development, guidance/advising and other student support services around stated academic and personal development goals?				X	
4.6 consistently implement clear procedures that enable the school to run smoothly, encourage effective student learning, and effectively address discipline related incidents?				X	
4.7 create effective partnerships with outside entities that support the academic and personal growth of the students?			X		
<b>Overall score for Quality Statement 4</b>				<b>X</b>	

**Quality Statement 5 – Monitor and Revise: The school has structures for monitoring and evaluating each student’s progress throughout the year and for flexibly adapting plans and practices to meet its goals for accelerating learning.**

To what extent do . . .	Δ	➤	✓	+	◇
5.1 the school's plans for improving student outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.2 the school's plans for improving teacher outcomes include interim goals that are objectively measurable and have suitable time frames for measuring success and making adjustments?				X	
5.3 teachers and faculty use periodic assessments and other diagnostic tools to measure the effectiveness of plans and interventions for individual and groups of students in key areas?				X	
5.4 teachers and faculty use the information generated by periodic assessments and other progress measures and comparisons to revise plans immediately in order to reach stated goals?				X	
5.5 school leaders track the outcomes of periodic assessments and other diagnostic measures and use the results to makes strategic decisions to modify practices to improve student outcomes?				X	
5.6 school leaders and staff use each plan's interim and final outcomes to drive the next stage of goal setting and improvement planning?				X	
5.7 the principal and school community have a clear vision for the future development of the school and implement procedures and systems to effect change?				X	
<b>Overall score for Quality Statement 5</b>				X	

**Quality Statement 6 – Monitor Effectiveness: The Charter School Board is proactive and diligent in monitoring its effectiveness and in undertaking its administrative responsibilities.**

To what extent does the Board . . .	Δ	▶	✓	+	◇
6.1 ensure effective, broad outreach to create a student body that is representative of the school's Community School District?			X		
6.2 manage any conflict of interest within the governing body and throughout the school?				X	
6.3 publish a schedule of regular board meetings that is easily accessible to the general public?				X	
6.4 ensure that accurate minutes from Board meetings are maintained and published?				X	
6.5 ensure that proposed contracts with EMOs and CMOs are submitted punctually to the CSO for review?	n/a				
6.6 hold EMOs, CMOs and school leadership accountable in their positions?	n/a				
6.7 ensure that teachers are provided with high quality professional development opportunities to further build on their professional expertise?				X	
6.8 respond to parent, staff and student concerns/complaints?				X	
6.9 provide ongoing training for board members so that they are able to fulfill the duties of their positions?				X	
<b>Overall score for Quality Statement 6</b>				X	

**Quality Statement 7– Maintain Financial Viability: The Charter School and its Board maintain financial viability and control over the course of the academic year.**

To what extent does the school and its Board . . .	Δ	▶	✓	+	◇
7.1 ensure that an independent auditor is appointed to undertake an annual financial audit, which is submitted to the CSO along with any other relevant documentation?			X		
7.2 comply with the adoption of an annual budget for the upcoming school year, which is submitted to the CSO for review?			X		
7.3 maintain an accurate balance sheet, statement of activities, year-to-date expense report and statement of cash flow?					X
7.4 implement procedures that provide adequate internal control measures to detect and prevent financial fraud, such as bank reconciliation, revenue recognition and travel reimbursement?					X
7.5 satisfy the requirement to maintain adequate liability insurance filed with the CSO?			X		
<b>Overall score for Quality Statement 7</b>					X

**Quality Statement 8 – Integration of Parents and the Community: The Charter School has adequate structures to integrate parents and community partners with the school.**

To what extent does the school . . .	Δ	▶	✓	+	◇
8.1 maintain a functioning parent organization?				X	
8.2 provide special events for parents to meet, to discuss school-related issues and to socialize?				X	
8.3 ensure that parents are informed of the time and location of Board meetings that are open to the public?				X	
8.4 ensure that newsletters are sent home in all predominant languages to encourage parent participation and eliminate language barriers?	n/a				
8.5 ensure parents are aware of appeals procedures should a conflict arise with any aspect of the school?				X	
8.6 understand each student's progress during their time in the school?				X	
<b>Overall score for Quality Statement 8</b>				X	