

The New York City Department of Education

Office of Charter Schools



Quality Review Report

Achievement First Endeavor Charter School

84K508

**850 Kent Avenue
Brooklyn, NY 11205**

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Dates of review: May 7, 2008

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Part 1: The school context

Information about the school

Achievement First Endeavor Charter School (AFECS) is a middle school with 168 students from grade 5 through grade 8. The school population comprises 47% Black, 6% Hispanic, 27% White, 17% of multi-racial backgrounds and 3% from other origins. The student body includes 1% English language learners and 18% special education students. The average attendance rate for the school year 2006-2007 was 96%.

The school is situated on the third floor of a building it shares with an existing public school. Accommodation is limited and will become a bigger issue as the school continues to expand.

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 principal provides strong leadership and good instructional support for his staff.
- There is a very clear vision for the school's future and shared high expectations for student outcomes.
- Adults know individual student needs well and have good relationships with them.
- There is a strong emphasis on the use of data to guide the school's decision-making processes.
- Students' academic achievement and personal and social development are considered equally important.
- Leaders are fully aware of the school's strengths and the improvements needed to move the school forward.
- There are good opportunities for staff to develop skills and knowledge through regular professional training.
- Levels of collaboration and team spirit are high, creating a positive climate for learning.
- Parental contribution is valued highly and parents appreciate the way that the school involves them in its work.
- Students are generally well behaved, happy to come to school and have clear plans for their futures.

What the school needs to improve

- Formal strategic plans for the school's long-term growth, with show priority actions within set timeframes and with clear success criteria are not yet in place.
- The school does not regularly monitor progress towards the school's development priorities making rigorous use of ongoing assessments and evaluation data.
- Interim data is not used effectively to measure progress made by individuals and groups of students to guide teaching, learning and goal setting.
- High achieving and gifted students are not provided with a sufficient level of challenge at this point.

- The use of data among teachers to guide planning and instruction that meets individual needs varies somewhat from teacher to teacher.

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

Achievement First Endeavor Charter School (AFECS) is a place where adults want students to become “not only smart people, but good people,” according to the very strategic and reflective principal. In this spirit, he has identified the expansion of activities to create opportunities for students to excel in their interest areas as a priority for the year. He wants these non-academic activities expanded so that there is “something for every student to be successful at during school everyday,” which he hopes will serve to build student confidence and further motivate students to “climb the mountain to college.” This focus on growth, success, and college is evident across the school, from teachers and school leadership who claim with a sense of urgency and passion that they have become “insane about data this year” and that this focus has motivated them to really hone in strategically on student needs and progress. It is also evident from conversations with students who know that teachers are dedicated to helping them get to college, and through stimulating visual displays of student progress across the school where students and visitors can view progress across a number of subject areas and really internalize the growth that is happening at the school. However, this excitement about data has not yet translated to effective and rigorous monitoring of whole school goals and strategic plans. While the principal and board know clearly where they want the school to head, and what they want their students to achieve, they have not yet established a clear system for documenting incremental goals and using student performance data to measure their progress as a school.

Most students, parents and teachers are happy with school, as evidenced by relatively low attrition, and interviews during the visit which revealed that the school is considered to be a very supportive place. Teachers are collaborative and appreciate the guidance they receive from both the principal and their fellow teachers. The principal has a very good sense of how the school and his staff are performing, and which areas the school needs to work on to move forward. He has identified the acquisition of basic math facts, fluency in reading, and the development of higher level comprehension as three main areas for focus at the school, and also acknowledges that there could be more done to challenge the highest performers.

The AFECS board has provided solid oversight to the school leadership. The board demonstrates a good mix of skill sets to deliver effective results for the school community. With no reservations on internal controls, the school displays a solid financial outlook.

Good parent engagement efforts have helped create high rate of parent satisfaction among families that are committed to the future success of the school.

ACHIEVEMENT FIRST ENDEAVOR 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.

As a starting point, leaders effectively analyze the results of past State tests in order to set school wide improvement goals. Leaders are extremely clear that in "chasing goals", students should meet and exceed State standards. As a small school, members of staff quickly gain very good knowledge of individual students on a personal basis. There are also regular and systematic procedures for the ongoing generation and collection of information about how well students are learning. Every six weeks, students take interim tests and the results are compiled into a useful computerized management system. Testing periods are followed by whole school "data days", where staff spends time evaluating outcomes and planning subsequent actions to influence future results. Through these measures, the school ensures that they regularly update the picture of each student's individual performance and teachers continually improve their awareness of students' needs. These school procedures are very well organized to involve all staff in detailed analysis of hard data. Teachers' confidence and skill in using this information is developing accordingly. Currently, leaders recognize that teachers need more support to ensure that they make equally good use of incidental assessments, such as end of lesson "exit slips," to plan for the immediate next steps in students' learning. This is a planned area for further staff training.

Leaders carefully analyze data to identify trends and patterns in student, subject and teacher outcomes. Having established from test results that reading levels for a group of grade 6 students were particularly low, interim progress measures have been carefully tracked. Leaders were aware that results were not changing quickly enough and took action to change school scheduling to influence better outcomes. They also closely track the progress of a group of academically proficient boys, whose poor behavior sometimes adversely affects their learning. These boys are taught in a 'boys only' literacy group and rates of progress are improving. This has resulted in whole-school strategy sharing to make teachers more conscious of the instructional strategies they use with their male students so that they can more effectively meet their needs.

The school is becoming increasingly "data savvy." Leaders share progress patterns with teachers and are building a useful understanding of what results actually indicate. They acknowledge that there are areas where further improvements are necessary, including the analysis of outcomes for special education students. Overall, however, the school solidly bases its work in the identification of how well students have performed in the past, what goals they need to reach in the future and how well they are moving towards these targets at interim periods throughout the school 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.

The principal sets high expectations for all members of the school community. He bases these expectations on his personal ambitions for every student and the “non-negotiable” contribution that each adult must make to ensure that students do as well as they can. Students know that teachers want them to do their best and expressed this during the visit by saying, “our teachers protect us and keep us safe and they worry about our climb to college.” The principal is fully aware that the efforts of the complete team are necessary to ensure success. He is gradually building the capacity of the team to work effectively on whole school priorities. The principal and academic dean share whole school goals regularly. Teachers do not yet fully understand their role in effecting change on whole school outcomes. This is because some teachers currently focus more on classroom management and student/teacher relationships, rather than learning, to ensure that lessons run smoothly as evidenced by several lesson observations. Leaders know that this is the case. They also understand that they can effect change by enabling frequent opportunities for staff members to work and learn together. Opportunities such as the school “data days” encourage high levels of collaboration, supporting staff in understanding student performance and aiding them in setting goals for learning. Teachers share in analyzing data and measuring the progress that students make over set periods. From this analysis, they think more closely about how to meet individual needs in lessons. Additionally, based on analyzed data, leaders work to meet the needs of specific targeted groups. These groups have included grade 5 and 6 students who need support in decoding skills. The principal accepts however, that there is some way to go before the school meets the needs of the most ‘at risk’ students through effectively delivered, cohesive, school-wide intervention strategies.

The school values parental support and contribution highly. Leaders and teachers really encourage parents to be part of the school’s day-to-day activities and take an on-going interest in how the school is progressing. Currently, the school is missing a prime opportunity to involve parents more effectively because teachers do not share students’ next step learning goals. As a rule, teachers successfully establish these goals at “data days.” They do not yet translate them into student friendly language so that each student knows exactly what they must do to reach the next level in their learning. Neither do they communicate these simplified steps to provide parents with an exact picture of what their child needs to do next to make progress. This does not aid meaningful support for learning at home and ensure a true sense of involvement and accountability for parents.

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 proficient.

Teachers are fully aware of their accountability in providing engaging and interesting learning experiences for students. The school places a clear focus on improving teaching to ensure that students learn successfully. Teachers are committed to their

school and want to do well. They understand that the use of pertinent data should guide how they plan for learning. The school is on an improving path towards success in this area. However, leaders know that developments are still necessary to make sure that all teachers take into account the full range of information about students to guide the planning of instruction. This includes, not only levels of past academic performance, but also contextual information about students' experiences and personal interests.

The school has a good core curriculum that facilitates regular assessment, providing meaningful information about student outcomes. At present, there is less involvement of students in self-assessment. For this reason, teachers do not have access to useful information revealing how students feel about their learning. There is not a complete understanding of when and why students learn best and what strategies help them to learn more effectively. In some cases, this lack of 'soft' data means teachers spend too long managing behavior in lessons. They do not always pay enough attention to planning lessons that engage students fully from the outset, to avoid possible lack of concentration and unmotivated attitudes. However, it is very important that teachers are aware of this weakness and are ready to listen and learn in order to be more effective in their work. Leaders efficiently allocate school finances to meet student and teacher needs and to support learning. Next year the school will have a full time guidance counselor to assist teachers in meeting individual needs. There is also recognition that extended curriculum activities are necessary to stimulate greater student enthusiasm for learning. While there are currently extra sessions to support basic skills development, adults understand that "more of the same is not always beneficial." The principal and staff are aware of the need to think creatively about the development of skills via exciting special programs. The school is a young and growing establishment. One of its strengths is its respectful and professional climate that enables weaknesses to be rectified rather than being ignored.

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 principal is very 'hands on' and highly visible around the school. He has an exact knowledge of what is happening in every classroom, and has even taken over a literacy class mid-year to support a struggling teacher. This has allowed him to implement an African-themed literacy class so that he can still engage in teaching and give his teachers opportunities to observe his instructional techniques. This understanding effectively supports decisions regarding professional development. Teachers know that the principal is supportive of their improving skills and knowledge. They describe him as a "very special leader," and are confident that he is "always there for them." This does not mean that he overlooks errors and areas for improvement. The principal is clear about what constitutes effective teaching and learning and communicates this emphatically to all members of staff through a very focused evaluation process. Administration model good practice and teachers describe these demonstrations as chances to "see something done well." They also provide some opportunities for teachers to observe each other's lessons, work alongside colleagues and watch video recordings of lessons to direct professional dialogue. This has been helpful, according to the principal, in helping many teachers adjust the pacing of their lessons. The school makes good use of external training opportunities provided by the school's charter

management organization, Achievement First. In-house professional development sessions focus clearly on identified areas of need, such as school culture, behavior management and content area planning. The principal has clear ideas about the training that is necessary for the future, even identifying areas where teachers and parents may learn together. While the school has already fostered some productive links with external partners, there is scope for extending such relationships to encourage better teaching practice and support for students' personal and social development.

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.

The principal effectively communicates a very clear vision of what the school should be like. Through high expectations and clear communication, he ensures that staff, parents and students fully understand this vision. Teachers state that they have "the same vision and expectations and hold students to standards." Most significantly, in discussion, students confidently articulate what the school strives to do for them. They say that the principal and teachers "make us feel like we have to go to college...they protect us and keep us safe...they teach us to respect ourselves and others." These words emulate the levels of academic and personal growth on which the school bases its future success. The principal talks about the school's "change team" that will enable students to "climb the mountain to college." Good work has begun to examine test results carefully to establish the school's growth in performance and highlight differentials. The school uses interim assessments to measure growth at regular intervals. Leaders review the impact of decisions to make sure that they are positively influencing student outcomes. Consequently, changes happen. The school places great emphasis on flexible and immediate response to student needs.

While leaders establish overall goals from detailed school-wide analysis, they have yet to formulate an overall plan of action for long-term priority developments. This is of high importance as the school grows in size and looks forward to working in a new building. The 'blue-print' for the school's evolution has not yet been committed to paper to ensure that all members of the community know what is happening, when it is happening and how the school will measure the success of each development step. The principal accepts whole-heartedly that this strategic overview is now central to the schools continued growth and overall sustainability.

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 is responsible for the overall direction and fiscal well-being of the school. As such, the Board 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 AF ECS board is providing effective oversight to the school and holding the school leader accountable through annual reviews and ongoing discussions focusing on student outcomes. The school's board of trustees consists of education, financial, marketing, parent, and legal expertise. The board has plans to add a real estate developer in the future. The board is composed of several sub-committees to assist the day-to-day functioning of the board. The previous board chair resigned due to professional commitments. The current board chair began with the school as a board treasurer. The board gets a dashboard (tied to charter goals) with information that helps them understand the school's academic and financial condition. There is a Charter Management Agreement Committee in place to monitor the ongoing relationship with Achievement First. The board has evaluated itself and has held a retreat in recent months. According to the board chair, the two biggest accomplishments have been the school's ability to retain high quality teaching staff, and the plan to expand further. The board conducts a midyear and an annual evaluation of the school leadership.

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 well developed.

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 AF ECS board has been proactive in contracting an audit firm and producing 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 April '08 casts a good financial position of the school with liquid assets of over \$1.9 million. The school has current liabilities of \$734,395 and is in a comfortable position to meet its short-term financial obligations. The statement of activities as of April '08 reflects no immediate cause for concern. The school was unable to provide our office with a cash flow analysis projecting out its financial position for the upcoming 12-18 months. However, since the board had not approved the budget, it was difficult for the school to project its cash flow needs.

During the visit, the school officials were interviewed on the procurement process, 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). Generally, the school is following its adopted financial policies. 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 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, and 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 shares, and more importantly believes, in the school’s vision and ongoing strategic direction.

Overall, AF ECS does a well-developed job engaging the school community. The school maintains a parent organization that meets regularly and parents are striving to achieve higher involvement rates. 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 “Family Feast,” winter and spring concerts, and the school wide field day. The school sends home a newsletter (the “Endeavor Times”), on a weekly basis, but it could do a better job of communicating school events on its website. AF ECS staff and the board consistently post the location and times of upcoming board meetings in the school and in the weekly distributed “Endeavor Times.” Parents feel that the school does a sufficient job of imparting students’ progress as it currently distributes report cards four times per year and progress reports two to three weeks prior to every report card. All of the parents our office spoke to feel proud that the school holds high expectations for its students and feel that the school has created a “rigorous, yet supportive” culture.

Part 4: School Quality Criteria Summary

CHARTER SCHOOL NAME: ACHIEVEMENT FIRST ENDEAVOR (K508)



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		
Overall score for Quality Statement 1					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?					
Overall score for Quality Statement 2					X

Δ	Underdeveloped
➤	Underdeveloped with Proficient Features
✓	Proficient
+	Well Developed
◇	Outstanding

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.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
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		
Overall score for Quality Statement 3				X	

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.					
To what extent do the school leaders. . .	Δ	➤	✓	+	◇
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		
Overall score for Quality Statement 4				X	

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	
Overall score for Quality Statement 5				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?			X		
6.6 hold EMOs, CMOs and school leadership accountable in their positions?			X		
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	
Overall score for Quality Statement 6				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		
Overall score for Quality Statement 7				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?			X		
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		
Overall score for Quality Statement 8				X	