

2024-2025 Data Collection Form for NYC DOE Annual Comprehensive Review

Self Evaluation: Essential Question 1 - Academic Success

Please refer to the NYC DOE Accountability Framework for indicators and evidence.

Is the school an academic success?

A. Comparative Academic Performance

- What formative and summative assessments does the school use?
- In previous years, how predictive have the school's summative assessments been of state assessment results?
- For high schools, do graduation rates exceed citywide rates?

B. Academic Growth

- What do your formative and summative assessments tell you about the growth your students are experiencing and/or the learning loss?

C. Closing the Achievement Gap

- What do your formative and summative assessments tell you about academic growth and/or learning loss for English Language Learners (ELLs)?
- What do your formative and summative assessments tell you about academic growth and/or learning loss for Students with Disabilities (SWD)?
- What do your formative and summative assessments tell you about academic growth and/or learning loss for students eligible for free and reduced price lunch?

D. College & Career Readiness (for grades 9-12 only)

- What challenges and successes has the school experienced with postsecondary enrollment rates and offering advanced courses?

Responsive Education Program and Learning Environment

Please respond to the specific prompts.

A. Comparative Academic Performance - SCHOOL RESPONSE
<p>1. What formative and summative assessments does the school use?</p> <p>JVL Wildcat Academy employs a thorough evaluation process that incorporates both formal and informal assessments, encompassing formative and summative methods. They are employed to assess the degree to which pupils are acquiring knowledge and succeeding in accordance with state standards and local objectives. These evaluations also gauge student learning continuously on a daily basis. Instances of formative assessments encompass in-class discussions, low-stakes group activities, weekly quizzes, and one-minute reflective writing tasks. Summative evaluations encompass exams created by teachers or instructors, mid-term examinations, final projects, essays, and presentations.</p> <p>2. In previous years, how predictive have the school's summative assessments been of state assessment results?</p> <p>The superior comparative performance of Wildcat on the NY State Regents examinations is attributable to the remediation provided at the Bronx school and the emphasis on Regents preparation at the Manhattan location. The predictive validity of school summative examinations concerning state assessment outcomes has been commendable, as kids achieving high scores on these assessments have similarly excelled on the State Regents exams. Nonetheless, intermediate tests demonstrated predictive efficacy among diverse student cohorts; yet, it was shown that specific demographics—namely Hispanic students, English learners (ELs), and students with disabilities (SWD)—generally achieved lower scores on state examinations relative to their interim assessment results. To address this tendency, the Manhattan campus instructs all students, including students with disabilities (SWD) and English language learners (ELL), using an inclusion approach, while special educators and ELL specialists integrate into the classroom to deliver required supports and services.</p>
B. Academic Growth - SCHOOL RESPONSE
<p>What do your formative and summative assessments tell you about the growth your students are experiencing and/or the learning loss?</p> <p>Both formative and summative assessments have contributed significantly to fostering a meaningful learning experience for the students at JVL. They have served as a method to ascertain the disparity between a student's present learning status and a specified educational objective, offering feedback at various levels for our SWD, ELL, and FRPL student subgroups. These assessments have delineated a clear trajectory for comprehending students' standings in relation to the objectives for passing their courses, Regents tests, and obtaining their diplomas.</p>
C. Closing the Achievement Gap - SCHOOL RESPONSE
<p>1. What do your formative and summative assessments tell you about academic growth and/or learning loss for English Language Learners (ELLs)?</p> <p>Many formative and summative assessments have results that can be misleading to educators because many standardized tests may not accurately reflect the knowledge of ELLs due to language barriers rather than content knowledge.</p> <p>2. What do your formative and summative assessments tell you about academic growth and/or learning loss for Students with Disabilities (SWD)?</p> <p>Formative and summative assessments have enabled educators to pinpoint certain areas where students with disabilities may encounter difficulties. If a student persistently underperforms in reading comprehension tasks, this has signified a requirement for focused interventions or specialized instructional strategies customized to their distinct learning profiles. The input derived from formative and summative evaluations allows our educators to modify their educational strategies according to the requirements of students with disabilities (SWD).</p> <p>3. What do your formative and summative assessments tell you about academic growth and/or learning loss for students eligible for free and reduced price lunch?</p> <p>Consistent formative tests has demonstrated gradual enhancements in abilities such as reading comprehension, arithmetic problem-solving, and critical thinking. Enhanced involvement in formative assessments has been associated with elevated engagement levels among FRPL students, indicating that they are gaining from customized education. Examining summative assessment data across several semesters can uncover trends in academic achievement, demonstrating whether FRPL students are advancing or lagging further behind.</p>
D. College & Career Readiness (for grades 9-12 only) - SCHOOL RESPONSE
<p>What challenges and successes has the school experienced with postsecondary enrollment rates and offering advanced courses?</p> <p>Concerning post-secondary plans, we have achieved this objective annually during the charter term, including the 2022-2023 academic year, during which 60% of graduates will enroll in a two- or four-year institution. Our findings are validated by our high scores pertaining to post-secondary enrollment on our School Quality Guides.</p> <p>Students may do the PSAT and SAT examinations.</p> <p>Students aspiring to enroll in college, especially four-year colleges, are afforded the opportunity to do the SAT examination.</p> <p>Virtual workshops on college admissions and financial assistance are available for all students, along with individualized college counseling provided by our College and Career Readiness Department.</p>

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Self Evaluation: Essential Question 2 - Effectiveness & Ops

Please refer to the NYC DOE Accountability Framework for indicators and evidence.

Summarize the current state of your organization and any changes or developments since the school's previous self-evaluation or renewal application.

Is the school effective and well run?

A. Supportive Environment

- What are the school's reflections on trends in discipline data?
- What progress is the school making academically this year compared to its goals?
- What data supports that assessment?
- Specific indicators:
 - Describe the school's philosophy on Special Education, English Language Learners, and students eligible for the Free and Reduced Priced Lunch Program and how these services support students.
 - How does your school differentiate instruction for SWD and ELLs?
 - How do your school schedule and program offer defined opportunities for remediation and acceleration?
 - List interim assessment systems used and describe the school's approach to data-driven instruction.
 - Based on the data your school collected or received, how did your school change your academic program?
 - List any curriculum changes and/or adjustments made for the 2022-2023 and 2023-2024 school years.
 - Do parent, staff, and student responses on the NYC DOE School Survey exceed Citywide averages?
 - Do student attendance rates exceed CSD and Citywide averages?
 - Has the student retention rate improved?
 - Has the student suspension rate decreased?

B. Operational Stability

- Does the school have an operations manual?
- Did the school meet all DOE deadlines for annual reporting requirements and the Annual NYC DOE Charter School Survey?
- Does the school document teacher evaluation procedures and professional development opportunities?
- Does the school have a formal process for evaluating progress against charter school goals?
- Does the board have a formalized governance structure including lines of accountability for the board, school leadership, and all staff?
- Has the board developed a success plan for the board and school leadership?
- Does the board have access to legal counsel?
- Do board meetings consistently meet quorum?

C. Compliance (with all applicable laws & regulations)

- Is the school meeting NYSED enrollment and retention targets for ELLs, SWD, and students eligible for the Free and Reduced Priced Lunch Program?
- Is the school meeting at least 85% of authorized enrollment? If not, what is the school's reflection on the cause and planned actions?
- Is the school in compliance with teacher certification requirements proscribed in N.Y. Educ. Law § 2854(3)(a-1)? If not, what are the school's reflections on next steps and efforts to come into compliance?
- Is the school in compliance with employee fingerprinting requirements? If not, what are the school's reflections on next steps and effort to come into compliance?

A. Supportive Environment - SCHOOL RESPONSE

Wildcat has very inclusive and supportive climate . Every student enrolled at the schools received an education plan that is tailored toward their needs and builds on their inherent strengths. Our program design is based on

Describe the school's philosophy on Special Education and English Language Learner service provision and how these services support students.

Wildcat's approach to educating SWD and ELLs is founded on the principle of inclusion. It is crucial to emphasize that Wildcat employs instructional modalities to optimally address the needs, interests, and learning styles of each student in the school, as well as to provide personalized learning experiences that engage students and foster academic success, in addition to the specific instructional supports and strategies that are designed to accommodate SWD and ELLs. Data-informed and differentiated instruction has been a fundamental component of Wildcat's instructional program since its inception. The structure, schedule, and data-driven instructional model of Wildcat facilitate remediation and acceleration for all students, including those who belong to these special populations. Wildcat organizes students into tiny learning teams. The students in the squads are

How do your school schedule and program offer defined opportunities for remediation and acceleration?

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Unlike other scheduled periods within the daily and weekly timetables where students' weaknesses are addressed or opportunities for faster work are provided, student remediation and acceleration take place in the classroom. In a classroom full of various learners, our instructional paradigm provides highly differentiated instruction, allowing for a tailored approach to educating both struggling and need-stretching students. Additionally, having small class sizes allows us to meet each student where they are in their learning. To deliver SETSS to SWD, special education teachers must enter general education classrooms. They may also separate children to work with them one-on-one or in small groups.

How does your school differentiate instruction?

Our teachers are skilled at using data to differentiate instruction because it was a key professional development focus during the previous charter term. Because of our extraordinarily low teacher turnover, we have maintained a highly skilled community of teachers that excel at individualized learning in their classrooms throughout the charter term. JVL Wildcat's instruction is dynamic and organic. Teachers and students collaborate in a range of learning contexts throughout both campuses. Students concentrate on grasping the course material, while teachers adjust their teaching tactics to accommodate their learning styles. When we returned to 100% in-person instruction for the 2021-2022 academic year, we wanted to set baselines for each student. Differentiated instruction is evident. JVL Wildcat provides students with options for assignments or lesson plans, and staff

List interim assessment used.

Reading 180
Common Assessments in Core Subjects
Portfolio Assessments

Describe the school's approach towards data-driven instruction.

Wildcat is devoted to using data to inform instruction, giving instructors with knowledge about their students' strengths and needs so that classroom instruction may be tailored to support student growth and achievement. Data from the school's internal assessment protocol provide teachers with crucial information for differentiation and instruction. Teachers use data to reflect on whether skills and content should be retaught and reviewed. Teachers utilize this information in grade team meetings and during the response to intervention process to develop and evaluate tiered support for challenging children. Data also informs department meetings, where teachers utilize information to plan units, revise long-term goals, and create small groups.

Based on the data your school collected and/or received in the 2021-2022 school year, how did your school change and/or adjust its academic program for the 2022-2023 and 2023-2024 school years?

There is a commitment to differentiation based on the examination of a range of student data, as well as collaboration between teachers and academic administrators to enable varied instruction tailored to individual student needs. This year, Wildcat switched gears and discontinued Jupiter (Curriculum & Online Grading System). We now use PowerSchool and Schoology to set goals for Wildcat kids and measure their progress in real time. As previously stated, we use assessment and other student data to differentiate education for all students. This data comprises a record evaluation of each incoming student and the placement of pupils in appropriate classes. Common (classroom and teacher-developed) assessments are given often in all core topic groups. A collaborative and continuing planning and curriculum mapping process is used to match common assessments

List any curriculum changes and/or adjustments made for the 2022-2023 or 2023-2024 school years.

We have not made curriculum changes in 2024-25, however, we have made curricular changes related to the social and political climate we are living in--protests for racial justice, social justice and climate justice and the election. Our ELA and social studies teachers have been integrating more social justice/civics themes into their units and lessons and classroom discussions.

Describe how teachers are evaluated.

Wildcat has a documented, well-established and NYSED-compliant teacher evaluation procedure and is committed to providing extensive PD opportunities for all instructional staff. Our teacher evaluation process is consistent with NYSED guidelines and relevant UFT-DOE agreements. Wildcat's teacher evaluation system is based on the Danielson model (i.e. the Danielson Framework for Teaching) which accounts for 60% of a teacher's final evaluation and Measures of Student Learning which account for the remaining 40% of the teacher's evaluation.

B. Operational Stability - SCHOOL RESPONSE

Wildcat is a school that meets the operational stability benchmarks outlined in the NYCDOE Accountability Framework. Wildcat has formalized all of its operational procedures, and the pertinent components of these procedures can be found in a variety of handbooks, including the Student Handbook, Parents Handbook, and Employee Handbook. Furthermore, the Financial Policies and processes Manual codifies policies and processes governing the school's financial operations and management. Each of these handbooks and manuals is evaluated annually, revised as needed, and provided to the appropriate school stakeholders each year. Throughout the charter time, Wildcat has satisfied all NYCDOE and NYSED reporting deadlines, including yearly reporting, yearly Comprehensive Review Data Collection and Self-Evaluation Forms, audited financial statements, and other mandated reports.

We also have a comprehensive mechanism for overseeing and evaluating our CEO. This review process is ongoing throughout the year and is connected with CEO performance targets established by the BOT. The CEO review process begins with a pre-year meeting involving the CEO, the BOT Chair, the Executive Committee, and/or designated BOT members to discuss annual school and CEO performance targets. This discussion includes a review of

C. Compliance - SCHOOL RESPONSE

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Wildcat has complied with the Charter School Act and all other applicable rules and regulations throughout the charter term, and it is in good standing with its authorizer. Wildcat complies with teacher certification regulations, and all of its current teachers are "highly qualified." Wildcat also complies with all employee fingerprinting regulations.

We have submitted a detailed safety plan and an emergency response plan to the NYCDOE. Wildcat complies with Special Education and 504 Plan criteria and has filed Compliance Checklists to the NYCDOE Office of School Design and Charter Partnerships. Wildcat also complies with NYS rules surrounding the reporting of special education program data to NYSED.

We have been completely compliant with the standards of the federal Title I program, which supplements the normal School program. Every year, consolidated applications for Title I and other entitlement grant monies are filed to the New York State Education Department on time. Title I funds were allocated in line with the regulations, and all reporting requirements were met. Wildcat has also met all of the standards for the Parent

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Self Evaluation: Essential Question 3 - Finances

Please refer to the NYC DOE Accountability Framework for indicators and evidence.

Summarize the current state of your organization and any changes or developments since the school's previous self-evaluation or renewal application.

Is the school effective and well run?

Is the school financially viable?

A. Short-Term Financial Viability

- Cash position - does the school have at least 60 days of cash on hand to cover operating expenses?
- Liabilities - does the school have sufficient cash flow to cover 100% of liabilities expected over the next 12 months?
- Projected revenues - actual enrollment should be within 15% of projected (budgeted) enrollment
- Debt management - is school meeting all current debt obligations?

B. Long-Term Financial Sustainability

- Total margin - did the school operate at a surplus during the previous fiscal year (more total revenues than expenses)?
- Aggregated three-year total margin - does the school operate at a surplus over three-year period?
- Is debt to assets ratio less than 1.0?
- Is aggregate assets to liabilities ratio greater than 1.0?
- One-year cash flow - is cash flow positive over previous two fiscal years (change in cash balance is positive)?
- Multi-year cash flow - is cash flow positive over previous three fiscal years?

A. Short-Term Financial Viability - SCHOOL RESPONSE

Cash position - does the school have at least 60 days of cash on hand to cover operating expenses? - **as of December 31, 2024, we have approximately 189 days of cash on hand.**

Liabilities - does the school have sufficient cash flow to cover 100% of liabilities expected over the next 12 months? - **Yes**

Projected revenues - actual enrollment should be within 15% of projected (budgeted) enrollment - **Enrollment FTE is currently at 85.4% of the budgeted number.**

Debt management - is school meeting all current debt obligations? - **Yes**

B. Long-Term Financial Sustainability - SCHOOL RESPONSE

Total margin - did the school operate at a surplus during the previous fiscal year (more total revenues than expenses)? - **Yes, we had a surplus of \$1,118,265 in FY 2023-24**

Aggregated three-year total margin - does the school operate at a surplus over three-year period? - **Yes, we have an aggregated three-year total margin of \$1,563,282**

Is debt to assets ratio less than 1.0? - **The debt to asset ratio as of the end of FY 2023-24 is 0.75**

Is aggregate assets to liabilities ratio greater than 1.0? - **The assets to liabilities ratio as of the end of FY 2023-24 is 1.33**

One-year cash flow - is cash flow positive over previous two fiscal years (change in cash balance is positive)? - **We had a positive cash flow of \$618,431 in FY 2023-24 and a negative cash flow of (\$70,723) in FY 2022-23.**

Multi-year cash flow - is cash flow positive over previous three fiscal years? - **Yes, we have an aggregated positive cash flow of \$531,140 over the last three fiscal years.**

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Self Evaluation: Future Plans

Please refer to the NYC DOE Accountability Framework for indicators and evidence.

Describe any changes—growth, expansion, replication, contraction, program or facility changes—that you may be planning for now or considering in the years ahead.

Please note that identifying future plans for a grade and/or enrollment expansion or another initiative that qualifies as a charter revision in this School Self-Evaluation Form does not construe submission of a non-material or material revision to the

What are the school's plans for the future?

- How are the school's primary academic objectives aligned to absolute student achievement?
- *What curricular, instructional or operational shifts are planned or anticipated as the school looks to SY22-23?*
- How will the school's engagement model evolve to ensure full engagement of students, parents and families in the school community?
- What are the school's operational weaknesses that it intends to strengthen?
- What changes may be necessary to allow the school to recruit, enroll and retain students from special populations consistent with those in its CSD of location? What efforts does the school plan to take to ensure compliance with special
- What are the Board's plans for its own development?

A. School Expansion or Model Replication

B. Organizational Sustainability

C. School or Model Improvements

A. School Expansion or Model Replication - SCHOOL RESPONSE

JVL has been providing great educational alternatives to a diverse student body for over 30 years. In keeping with the school's goal, JVL has made a concerted effort to prioritize equity throughout the current 2024-2025 academic year. Our location for students in grades 9 and 10 is in the south Bronx, in Community District 2 (CD #2 Hunts Point/Longview), and many of our students in grades 11 and 12 at the Manhattan campus come from the neighboring communities. These areas are rich in cultural diversity, but they also have various conditions that put their children at risk of academic failure. While education can be a bridge to economic mobility, the neighborhood has numerous educational challenges, as indicated by the fact that just 16% of CD2 residents have graduated from college (against 43% citywide) and 41% of adults have less than a high school diploma (vs 19% citywide). These numbers demonstrate why our objectives and criteria promote both academic performance and healthy youth development. They also reflect insights gained from our program operations staff, academic leaders, and evaluation results, which include comments from students and families.

One key model replication that we want to implement in the coming years is a CTE curriculum based on our popular Culinary and Audio Engineering program. We are brainstorming ideas for upgrading our campus and facilities in order to affect

B. Organizational Sustainability - SCHOOL RESPONSE

Concerning our organization's sustainability, the Wildcat Board stays up to date on current charter school legislation and regulations, and it strengthens its governance capabilities through regular professional development, which includes CEI-provided webinars, meetings, and workshops. Furthermore, the Board continues to receive budgetary help for legal expenditures from its contracted legal counsel, as well as pro bono legal advice from the Lawyer's Alliance. Wildcat's organizational survival throughout the next charter period is bolstered by the Board's long-term strength and stability, as well as its willingness and openness to continue improving its governance capacities.

C. School or Model Improvements - SCHOOL RESPONSE

We have a good grasp of how to help kids overcome the internal and external barriers that hinder them from fully engaging in Wildcat. Our social-emotional staff is robust, with home visits and student counseling. Our school has been able to improve its school climate and address its students' mental health concerns by strengthening and expanding its counseling staff and supports, thanks to federal grants such as the 21st Century, School Climate and Transformation, Mental Health, and Literacy grants that we recently received. We believe that by employing the financial and human resources offered by these grants, we can solve the challenges that prevent our students from attending class consistently, leading to them becoming LTAs or dropping out completely. Finally, in order to help our LTA re-engage in the classroom, we are collaborating with them to develop a more flexible timetable at the Bronx site that addresses their specific needs and concerns. We anticipate that gradually re-engaging them will increase their likelihood of being regular Wildcat participants and working toward a high school equivalency degree or high school diploma. Wildcat will continue to provide enrichment and academic support linked with the core school day curricula in the mornings, middays, and afternoons, as well as over the summer, totaling over 550 hours of help for participating children. The Center for Educational Innovation (CEI) will collaborate with us to enhance program management, involve families, and provide staff training.

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Self Evaluation: Additional Information

Classroom Visits and Teacher Supports

Describe what visitors should see in your school's classrooms should they visit your school —what school-wide instructional practices or culture norms do you hope we would see? What forms of instructional differentiation does the school use to meet the needs of all its learners? What is the prevalent instructional model?

The JVL Wildcat guest experience differs depending on which course they are in. JVL takes great pride in tailoring our curricula and classrooms to each student's specific needs. Wildcat teachers use a range of ways to help students achieve their daily learning targets. Every class is supposed to use two to three instructional styles to deliver material to students. Wildcat teachers frequently employ direct instruction, video streaming, graphic organizers, and PowerPoint presentations.

The use of technology is one of Wildcat's standards. Every instructional room is equipped with a whiteboard, a laptop computer, and a projector for teaching purposes. Teachers must use technology, at the very least, to improve, explain, and promote student learning. Student gratitude is evident throughout the school building. Current student work is attractively and carefully displayed both inside and outside the classroom. Our purpose is to visually display pupil development.

Optional Additional Information

If there is anything else you want to add to help us better understand your school, please use the space below.

Wildcat distinguishes itself by refusing to abandon kids who have been considered unsalvageable by other transfer institutions. The Wildcat's objective is to provide high school students with tailored educational experiences that will help them construct successful futures by overcoming the economic, social, and personal barriers that have caused them to fail in other high schools. Nine out of ten students originate from low-income households; 14.8% are homeless; and 45.6% have disabilities. Because every one of our students has already failed high school, we are able to help students that normal high schools cannot. Our flexible curriculum motivates students to complete high school, obtain a Regents Diploma, and prepares them for their chosen professional route. This is accomplished by combining intense academic preparation with practical experiences that foster strong social-emotional skills.