

2018-2019 Data Collection Form for NYC DOE Annual Comprehensive Review

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

Source: 12/31/23 financial statements

Cash Position - The school has 199.32 days of cash on hand to cover operating expenses. The calculation is cash and cash equivalents/projected monthly expenditures * 30 days.

Liabilities - the school's asset to liabilities ratio is 2.73. The calculation is current assets less prepaid expenses/current liabilities. The school has sufficient cash flow.

Debt management - the school's debt management ratio is .79. The calculation is total liability/total assets. The school is able to meet current liabilities.

Source: Per Pupil Invoice Payment Cycle: March

Revenue - enrollment is 88.24%. COVID has affected enrollment. We continue recruitment efforts and outreach.

B. Long-Term Financial Sustainability - SCHOOL RESPONSE

Total margin - source: FY 6/30/23 audited financial statements. Total margin is \$729,766. The school operated at a surplus. Enrollment increased to 88.24% as we have ongoing recruitment and outreach.

Aggregated three-year total margin - source: FY 6/30/23, FY 6/30/22, and FY 6/30/21 audited financial statements. The aggregate three-year total margin is \$(464,873).

Debt to assets ratio - source: FY 6/30/23 financial statements. The debt to assets ratio is at .82.

Aggregate assets to liabilities ratio - source 6/30/23 audited financial statements. The school's assets to liabilities ratio is at 1.22.

One-year cash flow - source: FY 6/30/23 and FY 6/30/22 audited financial statements. Cash flow over the previous two fiscal years is \$274,935. We have strong cash reserves and investment portfolio growth.

Multi-year cash flow - source: FY 6/30/23, FY 6/30/22 and FY 6/30/21 audited financial statements. The aggregate cash flow over the previous three fiscal years is \$(1,335,092). A 5% growth in our investment portfolio, the award of federal grants, and strong cash reserves enables the school to weather the impact COVID has on enrollment.

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

Wildcat strong comparative performance on the Regents exams is the result of both the remediation they receive at the Bronx campus and the focus on Regents preparation at the Manhattan campus. There is no doubt that by the time our students transition from the Bronx campus to the Manhattan campus, they have overcome the most formidable challenges on their path to receiving their high school diploma. Students do still present challenges when they arrive at the Manhattan campus with enough credits to be an 11th or 12th grader, but they have gained more independence and maturity and are able to see the light at the end of the tunnel—their graduation—and, thus, have more self-motivation to stay the course to realize that goal. Where the Bronx has focused on relationship building and remediation, Manhattan focuses on building on the work of the Bronx campus and ensuring that the students meet all graduation requirements. The responsibility to ensure students pass the required Regents exams falls to the Manhattan campus. Because of the Bronx's remediation focus, students are not ready to sit for the Regents. An important part of the Bronx's mandate is to rebuild student confidence in themselves and trust in the education system which would not be accomplished by having students take the Regents before they have the content area knowledge and skills to pass them. The Manhattan academic classrooms are Regents-focused. Our students' strong performance on the Regents exams, including the strong performance of special populations, B40 reflect the strength of our teaching staff and their extensive knowledge and experience with their specific content area's frameworks and standards. Some of the best practices in the classroom that have supported our students' high pass rates on the Regents are the Regents Prep mini-classes that teachers run and, like in the Bronx campus, their focus on direct instruction for most classes. The focus on integrating literacy throughout all core content areas extends to Manhattan, particularly a focus on writing. Finally, small class size allows for teachers to provide highly personalized support for all students. The Manhattan campus educates all students, including SWD and ELL, in an inclusion model and special educators and ELL specialists push-in the classroom to provide mandated supports and services.

B. Academic Growth - SCHOOL RESPONSE

We can contend that both formative and summative assessments have been helpful in cultivating a meaningful learning Experience for the students at JVL. They have been used as the means to identify the gap between a student's current status in learning and some desired educational goal and provide feedback at multiple levels for our SWD, ELL and FRPL student sub groups. These assessments have provided a clear progression for understanding where students are relative to desired goals for passing their courses, Regents exams, and graduating with their diploma.

C. Closing the Achievement Gap - SCHOOL RESPONSE

Wildcat has performed well against the Closing the Achievement Gap metrics on the NYDOE Accountability Framework.

The publicly available data for citywide Regents results does not include data for pass rates for the FRPL population, therefore we cannot evaluate our progress against the target for that subgroup. Wildcat has had extraordinary success in supporting academic growth and achievement with its SWD population compared with their citywide peers. The Regents pass rates for Wildcat SWD has been significantly greater than that of the city. From 2021 to 2023 and on all five Regents that Wildcat students take, English Common Core, Algebra Common Core, Living Environment, Global History & Geography and US History and Government, the percent of Wildcat SWD who passed these Regents exceeded the percent of SWD citywide by significant margins. By 2022, the percent of Wildcat SWD who passed the English Regents exceeded their citywide peers by 15 points, by 44 points on the Algebra Regents, by 21 points on the Living Environment Regents, by 27 points on the Global History & Geography Regents and by 29 points on the US History and Government Regents.

The four-year graduation rates of Wildcat special populations fall far short of their citywide peers. Because this performance metric requires evaluation of the August 4-Year Graduation rate for each of the graduation cohorts, it is a goal that is not reflective of the population of

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

Over the course of the charter term, Wildcat has shown improvement of its graduates meeting College and Career Readiness Goals from the NYDOE Accountability Framework. We have posted strong postsecondary enrollment with the percent of our graduates who were enrolled in a two- or four-year college, vocational program or public service within 6 months of their graduation.

Wildcat has also incorporated as part of its Accountability Plan its own school specific College and Career-Readiness Performance Goals related to internship participation and post-secondary plans. Specifically:

- Each year, at least 80% of our students will have participated in at least one internship
- Each year, 95% of graduates will be enrolled in a two-year or four-year college or technical/trade school, have joined the military or have entered the workforce by the September following their graduation.

We have met each of these goals in the charter term. With regard to internship participation, 92%, and 90% of our students participating in at least one internship in 2021-2022 and 2022-23, respectively. With regard to post-secondary plans, we have also met this goal in each year of

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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 2021-2022 school year.
 - 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

Our program design is based on Gardiner's theory of multiple intelligences. It uses a high-quality repertoire of varied activities to build on students' talents, interests, skills, and strengths. To achieve our academic goals, we provide academic and retention advisories established at each grade level to provide students with counseling and support services to address personal and family circumstances, social/emotional learning such as conflict resolution/peer mediation/negotiation, restorative circles, anger management, stress management and/or communication skills acquisition, the use of alternate instructional materials and/or methods, enrichment services; alternate class placement and/or development or review of functional behavioral assessments and behavioral intervention plans. We have adopted the following to aid us in the contiuance of our

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

Wildcat's philosophy on educating SWD and ELLs is based on inclusion. In addition to the specific instructional supports and strategies to address the needs of SWD and ELLs, it is important to stress that Wildcat utilizes instructional modalities to best address the needs, interests and learning style of each student in the school and to provide personalized learning experiences that engage students and promote academic achievement. Differentiated and data-informed instruction has been a key element of Wildcat's instructional program since its inception. Wildcat's structure, schedule and data-driven instructional model support remediation and acceleration for all students, including students who comprise these special populations. Wildcat divides students into small learning teams. Students in the teams are grouped heterogeneously. Small group sizes

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How do your school schedule and program offer defined opportunities for remediation and acceleration?
Unlike other designated opportunities within the daily and weekly timetable where students' deficiencies are addressed or opportunities for expedited work are provided, student remediation and acceleration are addressed within the classroom. In a classroom full of diverse learners, our classroom instructional model offers highly differentiated instruction that enables a targeted approach to teaching both struggling and need-stretching children. Additionally, having small class sizes makes it easier for us to meet each student where they are in their learning. In order to deliver SETSS to SWD, special education teachers do enter general education classrooms. Additionally, they might draw kids aside so they can work one-on-one or in small groups with them.
How does your school differentiate instruction?
Our teachers are adept at using data to differentiate instruction because it was a major professional development emphasis during the previous charter term. Over the duration of the charter term, we have maintained a highly skilled community of teachers who are skilled at individualized learning in their classes because of our extremely low teacher turnover. At JVL Wildcat, instruction is dynamic and organic. Teachers and students work together in a variety of learning environments on both campuses. Students focus on understanding the course information, while teachers modify their teaching strategies to suit their learning preferences. Upon returning to 100% in-person instruction for the 2021–2022 academic year, our objective was to establish baselines for each student. Differentiated instruction is evident in the way that JVL Wildcat offers students
List interim assessment used.
Reading 180 Common Assessments in Core Subjects Portfolio Assessments
Describe the school's approach towards data-driven instruction.
Wildcat is committed to the use of data to inform instruction, providing teachers with the information regarding their students' strengths and needs in order to tailor classroom instruction in order to promote student growth
Based on the data your school collected and/or received in the 2020-2021 school year, how did your school change and/or adjust its academic program for the 2021-2022 school year?
There is a commitment to differentiation based on analysis of a variety of student data and collaboration among teachers and academic administrators to support differentiated instruction targeted to individual student needs. Wildcat continues to utilize the Student Information and Tracking System and the Jupiter Grading System (On-line Grading System) to help set goals for Wildcat students and to track student progress on a real time basis. As discussed above, we use assessment data and other student data to differentiate instruction for all students. This data includes a record review of each incoming student and placement of students in appropriate classes, Common (classroom and teacher-developed) Assessments administered frequently in all core subject classes. Common assessments are aligned with the NYS Common Core Learning Standards
List any curriculum changes and/or adjustments made for the 2021-2022 school year.
We have not made curriculum changes in 2023-24, 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
B. Operational Stability - SCHOOL RESPONSE
Wildcat is an operationally stable school as measured against the standards for Operational Stability delineated in the NYCDOE Accountability Framework. Wildcat has codified all its operational procedures and the relevant aspects of these operational procedures are included in a number of different handbooks: the Student Handbook, the Parent Handbook and the Employee Handbook. Further, policies and procedures related to the school's financial operations and management are codified in its Financial Policies and Procedures Manual. Each of these handbooks and manuals are reviewed on an annual basis and updated as necessary and are distributed to the appropriate school stakeholders each year. Throughout the charter term, Wildcat has met all NYCDOE and NYSED reporting deadlines, including for annual reporting requirements, Annual Comprehensive Review Data Collection and Self-Evaluation Forms and audited financial statements, among other required reports.
We also have a rigorous process of oversight and evaluation of our CEO. This evaluation process is a year-round practice aligned to BOT-set CEO performance targets. The CEO evaluation process begins with a discussion prior to the beginning of the year between the CEO, the BOT Chair and the Executive Committee and/or designated BOT members to discuss annual school and CEO performance objectives. This discussion includes a
C. Compliance - SCHOOL RESPONSE

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Wildcat has been in compliance with the Charter School Act and all other applicable laws and regulations over the course of the charter term, and it is in good standing with its authorizer. Wildcat is in compliance with teacher certification requirements, and all of its current teachers are "highly qualified." Wildcat is also in compliance with all employee fingerprinting requirements.

We have a comprehensive Safety Plan and an Emergency Response Plan, which have been submitted to NYCDOE. Wildcat is in compliance with Special Education and 504 Plan requirements and has submitted Special Education and 504 Plan Compliance Checklists to the NYCDOE Office of School Design and Charter Partnerships. Wildcat is also in compliance with NYS laws regarding reporting of data regarding its special education program to NYSED.

We have been in full compliance with the requirements of the federal Title I program, which is supplemental to the regular School program. Consolidated applications for Title I and other entitlement grant funding have

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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 provided a diverse student body with exceptional educational options for more than 30 years. In keeping with a school mission, JVL has made a conscious effort to place equity at the core of the current 2023–2024 academic year. Our campus 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 draw from the surrounding south Bronx neighborhoods. These neighborhoods are rich in cultural diversity, yet also have several factors that put their youth at risk of educational failure. While education can be a bridge to economic mobility, the community is plagued with barriers to education, as evidenced by only 16% of CD2 residents having graduated from college (versus 43% citywide), and 41% of adults holding less than a high school diploma (versus 19% citywide). These figures explain why our goals and metrics encourage both academic success and healthy youth development. They also represent the insights learned from our program operations team, academic leaders, and evaluation outcomes that include feedback from students and families.

One significant model replication that we intend to introduce in the upcoming years is a CTE curriculum derived from our well-liked Culinary and Audio Engineering program. We are coming up with ideas for improving our campus and facilities to

B. Organizational Sustainability - SCHOOL RESPONSE

Concerning the sustainability of our organization, The Wildcat Board keeps abreast of current legislation and regulations pertaining to charter schools and fortifies its governance capabilities through regular professional development, which includes CEI-provided webinars, meetings, and workshops for charter school boards. Additionally, the Board still has budgetary support for legal bills in the event that it needs them from its retained legal counsel in addition to pro bono access to legal advice from the Lawyer's Alliance. Wildcat's organizational viability throughout the upcoming charter term is supported by the Board's long-term strength and stability as well as its willingness and openness to keep enhancing its governance capabilities.

C. School or Model Improvements - SCHOOL RESPONSE

We have a keen understanding of how to help students overcome the internal and external obstacles preventing them from participating fully in Wildcat. Our social-emotional team is strong and includes home outreach and student counseling. Our school has been able to improve its school climate and address the mental health concerns of its students by strengthening and expanding its counseling staff and supports thanks to federal grants like the 21st Century, School Climate and Transformation, Mental Health, and Literacy grants that we were recently awarded. We are optimistic that by utilizing the financial and human resources provided by these grant, we will be able to address the issues preventing our students from attending class consistently, which leads to them becoming LTAs and eventually dropping out completely. Lastly, in order to help our LTA re-engage in the classroom, we are working with them to create a more flexible timetable at the Bronx location that takes into consideration their particular needs and concerns. We believe that by gradually re-engaging them, they will be more likely to eventually become regular participants at Wildcat and work toward earning a high school equivalency degree or their high school diploma. Wildcat will continue to offer enrichment and academic support aligned to the core school day curricula in the mornings, mid- day, and afternoon as well as over the summer, providing more than 550 hours of support to participating students. Our partner, Center for Educational Innovation (CEI), will work with us to manage the program effectively, engage families, and train program staff.

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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?

John V. Lindsay Wildcat Academy Charter School (Wildcat) teachers engaged in rigorous whole group professional development and mentoring for the 2023–2024 academic year. The main objectives of the training included applying common core state standards, creating lesson plans and units, implementing instructional and literacy strategies, creating common assessments that reflected curricula, and encouraging critical thinking and questioning. The JVL Wildcat guest experience varies according to the classroom they are in. JVL takes great satisfaction in customizing our curricula and classrooms to each individual student's needs. To assist pupils in achieving the daily learning target, wildcat teachers employ a variety of strategies. Every class is required to use of two to three instructional strategies to provide material to the students. Direct instruction, video streaming, graphic organizers, and PowerPoint presentations are among the common instructional modalities used by Wildcat teachers.

Among the norms at Wildcat is the usage of technology. Every instructional space has a white board, a laptop, and a projector for use in teaching. Teachers are required to use technology, at the very least, to improve, explain, and advance student learning. Student appreciation is visible throughout the school building. Current student work is tastefully and neatly exhibited both inside and outside of the classroom. It is our goal that student progress is visually displayed.

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 sets itself apart given our moral obligation to not give up on those students whom other transfer schools have deemed unsalvageable. The mission of the Wildcat is to provide high school students with personalized educational experiences needed to build successful futures by overcoming the economic, social, and personal challenges that caused them to fail in other high schools. Nine out of ten pupils are from households with low incomes; 14.8% of students are homeless; and 45.6% of students have impairments. Since every one of our students has already failed high school, we are able to assist students that regular high schools would not be able to. We have a strong and proven track record of offering students a flexible program that will motivate them to complete high school and earn a Regents Diploma, while preparing them for their chosen career path. This is done by combining rigorous academic preparation with practical experiences that develop strong social-emotional competencies.