



Charter Schools Accountability and Support
2012-2013

**JOHN V. LINDSAY WILDCAT ACADEMY CHARTER SCHOOL
ANNUAL COMPREHENSIVE REVIEW REPORT**

2012–2013 SCHOOL YEAR

Part 1: School Overview & History

School Overview and History

John V. Lindsay Wildcat Academy Charter School (Wildcat Academy) is a transfer high school serving approximately 509 students¹ in grades 9-12 during the 2012-2013 school year. It opened in 2000-2001, and is under the terms of its third charter. The school reached its intended full grade span of 9-12 in 2003-2004.² The school is located in private³ facilities in Manhattan within CSD 2.⁴ The school also has a private facility in the Bronx within CSD 8. Students in grades 9 and 10 report to the Bronx campus while grades 11 and 12 report to the Manhattan campus.

The table below details the school's performance on the NYC DOE Progress Report.⁵

| Progress Report Grade | 2008-09 | 2009-10 | 2010-11 | 2011-12* |
|------------------------------|----------------|----------------|----------------|-----------------|
| Overall | B | A | B | * |
| Student Progress | B | A | B | * |
| Student Performance | D | F | F | * |
| School Environment | A | B | C | * |
| Closing Achievement Gap | 0.0 | 3.0 | 4.0 | * |

John V. Lindsay Wildcat Academy Charter School enrolls new students in grades 9-12. There were 70 students on the waitlist after the Spring 2012 lottery.⁶

The average attendance rate to date for the 2012-13 school year is 72%.⁷

On the 2011-12 NYC DOE School Survey, the school scored Below Average on the Safety & Respect section, Below Average on the Communication section, Below Average on the Engagement section, and Below Average on the Academic Expectations section. Forty-five percent of the school's parents, 73.0% of the school's teachers, and 41.0% of the school's eligible students responded to the survey.⁸

J.V.L. Wildcat Academy was renewed in April 2011 with a five year charter. The school will be up for renewal in the 2015-2016 school year.

Wildcat Academy has two campuses with each campus hosting a principal. Ronald Tabano, CEO and Co-Founder, is the Manhattan campus principal. Marc Donald is the Bronx campus principal. The current school leadership has been at the school since the school's founding.

* As of July 2013, the 2011-12 Progress Report results were being contested by school.

¹ Enrollment based on ATS data from 3/8/13.

² NYC DOE internal data.

³ NYC DOE internal data.

⁴ NYC DOE Location Code Generating System database.

⁵ NYC DOE Progress Report – <http://schools.nyc.gov/progressreport>

⁶ Self-reported information from school-submitted data collection form.

⁷ Self-reported information from school-submitted data collection form 2/20/13

⁸ NYC DOE School Survey – <http://schools.nyc.gov/survey>.

Part 2: Annual Review Process Overview

Rating Framework

The New York City Department of Education (NYC DOE) Charter Schools Accountability & Support Team (CSAS) performs a comprehensive review of each NYC DOE-authorized charter school to investigate three primary questions: is the school an academic success; is the school a fiscally sound, viable organization; and is the school in compliance with its charter and all applicable laws and regulations? To ascertain matters of sustainability and strategic planning, CSAS inquires about the school's plans for its next charter term.

This review is conducted by analyzing student performance data and collecting and evaluating school-submitted documents during the 2012-2013 school year. The report outlines evidence found during this review.

As per the school's monitoring plan, CSAS may also conduct a visit to a school. Visits may focus on academic outcomes, governance, organizational structure, operational compliance, fiscal sustainability or any combination of these as necessary.

In addition, a school's charter goals are reviewed. The progress that a school has made towards achieving its goals at this particular point during its charter period is noted. However, as this is an interim review before the end of the charter term, progress towards goals is not used as part of this evaluation.

Essential Questions

Is the school an academic success?

To assess whether a school is an academic success, CSAS considers performance measures, including, but not limited to the following:

- Overall NYC DOE Progress Report score,
- New York State ELA and Math results and/or New York State Regents exams,
- ELA and Math proficiency compared to the district for elementary and middle schools, and graduation rates compared to the city for high schools,
- New York State Alternate Assessment (NYSAA) or other approved alternate assessments, and
- Performance data pertaining to college and career readiness.

Academic success is rated as **Demonstrated, Partially Demonstrated, or Not Yet Demonstrated**. If a school does not yet have a NYC DOE Progress Report, it is rated as Not Yet Demonstrated.

Is the school a fiscally sound, viable organization?

To assess whether a school is a fiscally sound, viable organization, CSAS focuses on three areas: Governance Structure & Organizational Design, School Climate & Community Engagement, and Financial Health. This includes an analysis of the school's audited financial statements, based on the NACSA (National Association of Charter School Authorizers) Financial Framework⁹.

CSAS also considers a variety of supporting materials and data, including but not limited to the following:

- Board of Trustee bylaws,
- Board of Trustee meeting minutes,
- Annual Reports submitted by schools to New York State Education Department (NYSED),
- NYC DOE School Survey,
- Data collection sheets provided by schools,
- Student, staff, and Board turnover,

⁹http://www.qualitycharters.org/assets/files/images/stories/pdfs/publications/Performance_Framework_Fall_2012_Draft.pdf, page 38-59

- Authorized enrollment numbers, and
- Annual financial audits.

A school's Governance Structure & Organizational Design and Climate & Community Engagement are rated as **Developed, Partially Developed, or Not Yet Developed**. A school's Financial Health is rated to indicate whether there are concerns about the near-term financial obligations and the financial sustainability of the school.

Is the school compliant with its charter and all applicable law and regulations?

As it pertains to compliance, CSAS identifies areas of compliance and noncompliance with all applicable laws and regulations.

Staff Representatives

The following staff representatives participated in the review of this school's documents as detailed above and conducted a monitoring visit to the school on April 16-17, 2013:

- Andrea McLean, DOE
- Keisha Womack, DOE
- Sonya Hooks, DOE

Part 3: Findings

Summary of Findings

Based on the CSAS review, the findings are as follows. To date, John V. Lindsay Wildcat Academy Charter School:

- has not yet demonstrated academic achievement and progress (p.6-7),
 - The school currently does not have a 2011-2012 NYC DOE Progress Report,
- has a developed governance structure (p. 8),
- has partially developed a stable school culture (p. 8),
- is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices (p. 9),
- is in compliance with some applicable laws and regulations, but not others (p. 10), and
- has plans to expand the Individual Learning Plan (ILP) program and TERC with the goals of improving instruction and raising student achievement (p. 11).

This review included a desk audit, a self-evaluation completed by the school, a school visit and follow-up communication via phone and email. CSAS visited the school on April 16th and 17th, 2013.

Essential Question 1: Is the School an Academic Success?

To date, in its third charter term, J.V.L. Wildcat Academy Charter School has not yet demonstrated academic achievement and progress in its most recent year of performance.

- At the time of this report, the school did not have its 2011-2012 NYC DOE High School Progress Report.
- In 2011-2012, J.V.L. Wildcat students took Regents exams in English Language Arts, Integrated Algebra, U.S. History, Global History and Living Environment with the following test-taker results:
 - English Language Arts, 72% passing
 - Integrated Algebra, 62% passing
 - U.S. History, 66% passing
 - Global History, 66% passing
 - Living Environment, 77% passing.
- As reported by the school, 76.2% of students who took the NYSED ELA Regents exam placed in the top quartile of similar schools.

Representatives of the CSAS team visited the school's Bronx campus on April 16th and the Manhattan campus on April 17th, 2013. Based on discussion, document review, and observation the following was noted:

- The school leadership reported that professional development is provided for teaching staff in an effort to continue the development of their pedagogy and meet the needs of all students.
 - Weekly professional development held every Friday has been focused on aligning school curriculum to the Common Core.
 - Interviewed teachers reported that data use and discussion during professional development has improved instruction.
 - The school leadership and teachers report informal and formal assessment feedback has been timely, relevant and helpful for professional growth.
- On April 16th, CSAS representatives observed seven classrooms, including a Digital Literacy class.
 - In most observed classes, a single general education teacher was observed.
 - In some observed classes, questioning included some basic recall and some that challenged students to demonstrate their understanding.
 - In all observed classes, most students were mostly to fully on-task. However, students who were off-task were not consistently redirected.
 - In some observed classes, there was differentiated instruction.
 - Instruction which utilized computer and internet interactive programs was used. Students were able to complete tasks based on individualized pacing.
 - Based on classroom observation debriefs, all classrooms had instruction that is aligned with the school's current academic goals and priorities.
- On April 16th, CSAS representatives conducted one-on-one interviews with six teachers.
 - Most teachers interviewed reported the use of data collection and analysis to inform instruction. Teachers described in-house professional development that assisted in this work.
 - All teachers interviewed reported receiving informal observations and feedback on a regular basis.
 - Some teachers interviewed reported having common planning time, however most interviewed reported not having enough time to collaborate with colleagues.
 - The information received from teachers was consistent with information shared in the leadership meeting.

Progress Towards Attainment of Academic Goals.¹⁰

- The school has met 16 of 18 academic charter goals.

¹⁰ Goal Analysis is considered a neutral point and is not used as part of the evaluation.

- As of June 2012, the school met 5 charter goals and objectives related to having 80% of its students taking a Regents exam, score at or above 55 on New York State Education Department (NYSED) Regents exams. The school reports the following¹¹:
 - NYSED ELA Regents – goal met with an 82.1% scoring 55 or above.
 - NYSED Integrated Algebra – goal met with a 97.2% scoring 55 or above.
 - NYSED Living Environment – goal met with a 85.3% scoring 55 or above.
 - NYSED U.S. History – goal met with a 80% scoring 55 or above.
 - NYSED Global – goal met with a 95.1% scoring 55 or above.
- As of June 2012, the school has met 3 charter goals related to having 70% of students taking five NYSED Regents exams score at or above 65 in at least two exams.

¹¹ ACR Self-Evaluation Report 2/20/13.

Essential Question 2: Is the School a Fiscally Sound, Viable Organization?

Governance Structure & Organizational Design

To date, the Board of Trustees has a developed governance structure.

- The Board has been stable, experiencing less than 50% turnover since the last school year.
- Board meetings consistently demonstrated a quorum, as recorded in Board minutes.
- The Board has seven voting members.
- There are clear and consistent lines of accountability as evidence by:
 - The Board's Chief Executive Director and principals provide updates at each Board meeting.
 - The organizational chart reflects a clear reporting structure.
- The Board has all officer positions filled as specified in its by-laws.
- The Board has active committees that report out to the Board as evidenced by committee meeting notes.
- The Board has held ten out of ten Board meetings as outlined in the Board's bylaws.
- The Board has submitted all reporting requirements.

School Climate & Community Engagement

To date, the school has partially developed a stable school culture.

- School leadership as defined by school has experienced no turnover.
- The school has experienced minimal turnover in instructional staff and support. The school hired two teachers, replacing teachers who resigned at the end of the prior year.¹²
- The school community values the holistic growth of students as evident by the numerous external and internal programs utilized to assist students with academic, professional and personal growth. To date such programs include Internship Institute to prepare students for professional internships, a culinary program, advisory and Arches NeOn.
- The school scored Below Average on the Safety & Respect section, Below Average on the Communication section, Below Average on the Engagement section, and Below Average on the Academic Expectations section.
- The school's staff survey response rates on the 2011-2012 NYC DOE School Survey were 73%, compared to the citywide average of 82%.
- The school's student NYC DOE School Survey response rates were 41%, compared to the citywide average of 82%.
- The school's parent NYC DOE School Survey response rates were 45%, compared to the citywide average of 53%.

Progress Towards Attainment of Accountability Goals¹³.

- The school's attendance rate is lower than the school's charter goal of 75%. The school reports it has increased attendance by 10% since last year.
 - As reported by school leadership and teachers interviewed, strategies and personnel have been assigned to provide outreach and address attendance concerns. The school employs a school psychologist and parent coordinator which are shared between both campuses, conducts daily attendance meetings, provides parent resources and provides students with incentives for good attendance.

¹² ACR Data Collection Form, 2/20/13

¹³ Goal Analysis is considered a neutral point and is not used as part of the evaluation.

Financial Health

Overall, Wildcat Academy is in a strong position to meet near-term financial obligations and is financially sustainable based on current practices.

- There were no major findings or deficiencies in the last two fiscal year audits. The school received a clean audit.
- The school is meeting its enrollment projections.
- The school is operating at a surplus indicating an ability to create a strong reserve to support ongoing growth.
- The school can cover over four months of operating expenses without the infusion of cash.
- The school has a healthy debt to asset ratio, which has projected upward over the past two fiscal years.
- The school is in a position to meet its current obligations over the next 12 months. The school's trajectory has been steady over the past three years.
- The school is operating with a healthy surplus and is able to meet its debt obligations.
 - The majority of the school's public funding (approximately 89%) is from per pupil payments. Additionally, the school contributes to the Teachers' Retirement System (TRS) for the School's union members. The school contributed \$440,212 in the 2012 fiscal year. The School occupies space in lower Manhattan and the Bronx under separate leases that expire on October 31, 2017 and August 31, 2022, respectively. The school's Board of Trustees actively researches grants and other development opportunities in an effort to offset facility related costs.

Essential Question 3: Compliance with Charter and All Applicable Laws and Regulations

The school is in compliance with some applicable laws and regulations but not others.

To date, the Board of Trustees is in compliance with the below:

- Board membership size falls within the range outlined in the school's charter and in the Board's bylaws.
- The Board has held the required number of board meetings. The school has scheduled the remaining meetings for the year.
- Board minutes and agenda items have been posted for inspection by the public.
- Board has provided CSAS with timely submission of accountability reporting documents including:
 - Annual Report,
 - Management, Staff and Board Retention report,
 - Lottery and recruitment plan, and
 - Financial Audits.
- All Board members have submitted conflict of interest and financial disclosure forms included in the school's 2011-2012 Annual Report and do not demonstrate conflicts of interest.
- The Board has all officer positions filled as specified in its by-laws.

To date, the school is in compliance with the below:

- The school has submitted required documentation for safety plan, compliance with AED/CPR, teacher certification and appropriate insurance documents.

To date, the school is out of compliance with the below:

- The school's immunization rate is below the required 98.8%, on the date of the visit, the rate was 94.82%.

Essential Question 4: What are the School's Plans for the Next Charter Term?

As reported by school leadership, the following was noted:

- The school plans to expand TERC with the goals of improving instruction and raising student achievement. Target goals, as reported by the school include:
 - experience collaborative inquiry in the use of data,
 - focus on using data to identify underlying causes, generate solutions and monitor interventions for students, and
 - develop skills to facilitate data-driven dialogue.
- The school plans to expand the Individual Learning Plan (ILP) program.
- The school plans to increase its use of assessments that are aligned with the Common Core.

Part 4: Essential Questions and Accountability Framework

The CSAS Accountability Framework

To help NYC DOE authorized charter schools better understand what we mean by success for charter schools, the NYC DOE's Charter Schools Accountability and Support (CSAS) has developed an Accountability Framework build around four essential questions for charter school renewal:

1. Is the school an academic success?
2. Is the school a fiscally sound, viable organization?
3. Is the school compliant with its charter and all applicable law and regulations?
4. What are the school's plans for its next charter term?

1. Is the School an Academic Success?

1a. High Academic Attainment and Improvement

Schools that are academic successes have many of the characteristics below:

- Meet absolute performance goals
- Meet student progress goals
- Are closing the achievement gap for at risk students, including special needs and ELL students
- Are surpassing performance of DOE identified peer-schools
- Are surpassing performance district and city proficiency or better averages
- Are meeting other rigorous academic and non-academic goals as stated in school's charter

Evidence for success might include, but not be limited to, the following depending on school configurations:

- Grades 3-8 NYS ELA Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 3-8 NYS Math Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 4 and 8 NYS Science Results (absolute performance, individual student progress, comparative performance to similar schools, home district or city averages, progress for at-risk populations)
- Grades 8-12 NYS Regent Exam Results
- When applicable, NYSAA or other approved alternate assessments results
- HS 4- and 6-Year Graduation Rates (absolute and progress, overall, for at-risk student populations)
- Grades 8-12 College Readiness Credit Accumulation
- Percentage of Students Applying to and Being Admitted to College
- Percentage of Students Taking AP Courses and/or Percentage of Students Passing AP Courses
- Results on state accountability measures
- Charter School Academic and Non-Academic Goals
- NYC Progress Reports

1b. Mission and Academic Goals

Schools with successful missions and goals have many of the characteristics below:

- Have an animating mission statement that staff, students and community embrace
- Set ambitious academic and non-academic goals that entire school community knows and embraces
- Have processes for regular monitoring and reporting on progress toward school goals
- Have processes for adjusting strategies in support of goals as appropriate in response to monitoring data

Evidence for successful missions and goals might include, but not be limited to, the following:

- Mission statement, charter, external documents (parent and family handbooks, school website, etc.)
- Annual reports, school improvement plans, leadership board reports
- Board agendas and minutes
- Parent, student, and teacher satisfaction surveys
- Participation at parent-teacher conferences, school advocacy events, participation in academic goal related programs

1c. Responsive Education Program

Schools with successful education programs have many of the characteristics below:

- Are self-reflective and examine practice based on outcomes against goals
- Have well-thought out curricular programs that are aligned with NYS learning outcomes as described by state standards and the new Common Core Curriculum.
- Use instructional models and resources consistent with school mission and that are flexible in addressing the needs of all learners
- Have defined strategies that they can measure and monitor for closing the achievement gap
- Offer defined opportunities for remediation and acceleration
- Implement a coherent and effective interim assessment system (e.g., use of formative, interim, and summative assessment data) for monitoring progress, predicting performance, and adjusting instruction
- Have an effective process for supporting improved classroom instruction, including frequent observation and feedback
- Have effective strategies and quality instructional programs for addressing students with special needs and ELLs
- Use a defined process for evaluating curricular tasks, programs and resources for effectiveness and fit with school mission and goals

Evidence for successful education programs, in addition to positive results, may include, but not be limited to, many of the following:

- Instructional planning documents (alignments, scope and sequences, curriculum maps, unit and lesson plans, etc)
- Student/teacher schedules
- Classroom observations
- Student Intervention / Response to Intervention program description and resources
- Interim assessment results
- Student and teacher portfolios
- Data findings; adjusted lesson plans
- Self-assessment documentation
- Professional development plans and resources

1d. Learning Environment

Schools with successful learning environments have many of the characteristics below:

- Have a strong culture that connects high academic and behavioral expectations in a way that motivates students to give their best effort academically and socially
- Use a comprehensive approach to student management, including positive behavioral expectations and a clear discipline policy to build and sustain a safe, orderly, and supportive classroom environment
- Provide for safe, respectful, efficient transitions, hallways, cafeteria, yard, etc.
- Have classrooms where academic risk-taking and student participation is encouraged and supported
- Provide opportunities for students to actively engage in their own learning and in the life of the school

- Have a formal or informal character education, social development, or citizenship program that provides opportunities to develop as individuals and citizens

Evidence for successful learning environments may include, but not be limited to, many of the following:

- School mission and articulated values
- Student management plan (code of conduct, school values, discipline policy, positive incentive system, etc.)
- Student attendance and retention rates
- Student discipline data
- DOE School Survey student results
- DOE School Survey parent and teacher safety and respect results
- Self-administered satisfaction survey results
- Leadership, staff, and, if appropriate, student interviews
- Classroom observations
- Scheduled student engagement opportunities (e.g., student advisory, internships, student government, student led conferences, peer tutoring, peer mediation, etc.)

2. Is the School a Fiscally Sound, Viable Organization?

2a. Governance Structure and Organizational Design

Schools with successful governance and organizational design structures have many of the characteristics below:

- Operate with a clearly articulated governance structure, compliant with its charter and all applicable laws and regulations
- Have a capable Board of Trustees with appropriate blend of skills and experiences to provide oversight and strategic direction to fulfill the mission and goals of its charter
- Have a Board that is fully compliant with all applicable laws and regulations, particularly but not limited to open-meeting laws and conflict of interest regulations
- Have developed a succession plan for board and school leadership, consistent with the charter and Board by-laws, to ensure continuity of direction and leadership over time and despite circumstance
- Implements a school leadership structure that is aligned with charter and that is sufficient to fulfill school's mission and achieve its accountability goals; it also has clear lines of accountability for leadership roles, accountability to Board, and, if applicable, relationship with a charter management organization
- Have timely and appropriate access to legal counsel
- Implemented a process for monitoring and evaluating the effectiveness of the school's organization and leadership structure
- Have instructional leadership staffing and support structures that holds staff accountable for student learning outcomes and provide regular feedback on instruction to teachers

Evidence for school governance and organizational design may include, but are not limited to, the following:

- School charter
- Board by-laws, roster, trustee resumes, meeting agenda and minutes
- Annual conflict of interest forms
- Staff roster, job descriptions, staff handbook, operations manual
- School calendar, professional development plan+

2b. School Climate and Community Engagement

Schools with a sustaining school climate and engaged parent and community support have many of the characteristics below:

- A healthy professional school climate that is collaborative, student centered, and open to parents and community support
- An effective process for recruiting, hiring, supporting, and evaluating leadership and staff
- A flexible, data-driven approach to professional development for all staff
- An effective way of measuring and monitoring core constituency satisfaction (parent, staff, and, when age appropriate, student), including the DOE School Survey
- Effective home-school communication practices to ensure meaningful parent involvement in the learning of their children
- Strong community-based partnerships and advocacy for the school

Evidence for school climate and community engagement may include, but not be limited to, the following:

- DOE School Survey satisfaction parent, teacher, and, if appropriate student results
- Student retention and wait list data
- Staff retention data
- Leadership, staff, parent, student interviews
- Student and staff attendance rates
- Parent attendance at parent-teacher conferences
- Parent association meeting calendar and minutes
- Community partnerships and sponsored programs

2c. Financial and Operational Health

Schools that are responsible stewards of public funds and effective, sustaining organizations have many of the characteristics below:

- Consistently meet its student enrollment and retention targets
- Annual budgets that meets all short- and long-term financial responsibilities with available revenues
- School leadership and Board that oversee financial and operational responsibilities in a manner that keeps the school's mission and academic goals central to decision-making
- Boards and school leadership that maintain effective internal controls of finances to ensure integrity of financial management and a proactive approach to mitigating risk
- Consistently clean financial audits
- If applicable, strong, accountable partnerships with management organizations and other partners and significant vendors to support delivery of chartered school design and academic program
- A safe, clean and appropriately resourced educational facility with all appropriate services specified in charter and mandated by appropriate law and regulations

Evidence for a financially sound, viable organization may include, but not be limited to, the following:

- School budget, P&Ls, and monthly/quarterly cash-flow reports
- Appropriate insurance documents
- Required facility documents (lease, certificate of occupancy, fire and safety inspections, etc.)
- Financial audits
- Financial leader(s) resume and accountability documents
- Operational policies and procedures
- Operational org chart
- Secure storage areas for student and staff records
- Policies/protocols for maintaining secure records
- School safety plan

3. Is the School in Compliance with its Charter and All Applicable Law and Regulations?

3a. Approved Charter and Agreement

Schools in substantial compliance with their charter and agreement have:

- Implemented the key features of their charter as described in the original charter and as modified in approved revisions to their charter, including but not limited to mission, academic program, school organization, grade configuration, enrollment, goals, etc.
- Ensure that update-to-date charter is publicly available to staff, parents, and school community
- Implemented comprehensive academic, behavioral, oversight, management, and operational policies and procedures that are substantially aligned with the charter and the school's stated mission and vision

Evidence for a school's compliance with the terms of its charter and charter agreement may include, but not be limited to, the following:

- Authorized charter and signed agreement
- Charter revision request approval and documentation
- School mission
- School policies and procedures
- Site visits
- Board meetings, agendas and minutes
- Leadership/board interviews

3b. Applicable Federal and State Law

Schools in substantial compliance with federal and state law have:

- Met all legal requirements for Title I and IDEA regulations and reporting
- Comparable enrollment of FRL, ELL and Special Education students to those of their district of location *or* are making documented good faith efforts to reach comparable percentages
- Implemented school policies related to student discipline and promotion and retention that are fully compliant with laws and regulations related to students with disabilities and due process regulations
- Conducted independently verified fair and open lottery and manage with integrity enrollment process and annual waiting lists
- Employed instructional staff with appropriate security clearances and certification requirements

Evidence for compliance with applicable federal and state law may include, but not be limited to, the following:

- School reporting documents
- School's Annual Report
- Student recruitment plan and resources
- Student management policies and promotion and retention policies
- Student discipline records
- Lottery policy, resources, and records; enrollment procedures and records
- Staff roster, fingerprint clearance for all staff, certification status of all instructional staff

3c. Applicable Regulations

Schools in substantial compliance with applicable regulations have:

- Safe and secure facilities with no significant compliance concerns with applicable regulations
- Consistently clean annual audits, up-to-date escrow accounts, and have completed all other financial reporting as required
- Boards that meet requirements for size, meeting frequency, public notice, applicable open-meeting and conflict of interest regulations, as well as complying with NYC DOE CSO's requirements for reporting changes in board membership and securing approval for new board members.
- Informed NYCDOE CSO, and where required, received CSO approval for changes in significant partnerships, such as dropping/replacing a management organization
- Effectively engaged parent associations

Evidence for compliance with applicable regulations may include, but not be limited to, the following:

- School or building safety plan; appropriate inspection documents
- Annual audits, escrow accounts, other financial reporting documents
- Board roster, calendar, agenda and minutes, conflict of interest documents, notification of changes/approval of new member request documents
- Charter revision requests, revised or new contracts
- Parent association calendar of meetings, identified officers, parent association agenda and minutes, parent satisfaction survey results
- Interviews

4. What Are the School's Plans for its Next Charter Term?

4a. School Expansion or Model Replication

In anticipation of a new charter term schools may be considering various growth options: replication, expansion to new grades or increased enrollment or altering their model in some significant way. Successful schools generally have processes for:

- Conducting needs/opportunity assessments
- Forming Board and leadership committees or subcommittees to investigate options, develop action plans, ensure capacity and resources are aligned, etc.
- Engaging school community in articulating charter revisions (or a new charter in cases of replication) to address the proposed growth plans
- Ensuring that the final proposal is ambitious but realistic in its plans
- Creating a well-reasoned and documented prospective for the school's new charter term and, if applicable, a new charter proposal (for replication)

Evidence for likely success in planning for school growth in a new charter term may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and Board interviews

4b. Organizational Sustainability

Successful schools consistently perform despite change. While there is no single path for ensuring sustainability, successful schools often have the following features:

- School anticipates organizational opportunities/needs and plans for resource development (human resource policies for growing your own talent, for example, or fundraising or budget management to take care of anticipated capital needs and to mitigate risks for the unexpected, or board development to bring new talent or specific needs-based expertise to the school)

Evidence for organizational sustainability may include, but not be limited to, the following:

- Board roster and resumes
- Board committees and minutes
- School organization chart
- Staff rosters
- Staff handbook
- Leadership and staff interviews
- Budget

4c. School or Model Improvements

Successful schools are thoughtful about the continued appropriateness of school design features and elements of their models. They:

- Review performance carefully and even if they don't make major changes through expansion or replication, they are careful to adjust elements to ensure continued and improved success.
- Develop plans to improve the school learning environment, including improving their facilities to expand program offerings and/or developing new partnerships to further the school's mission.

Evidence for successful improvements to a school's program or model may include, but not be limited to, the following:

- Application Part I: Retroactive Analysis, including performance results and analyses of the current charter term
- Application Part II: Prospective Analysis, including mission, program description, governance, organization, budget, etc. for new term
- Leadership and board interviews
- MOUs or contracts with partners