



Mid –Charter Review- May 2016
Charles A. Tindley Accelerated School

Indicator	Root Cause Analysis	Actions Taken	Plans to Continue	Timeline
<p>2.1 Short Term Health Does the school demonstrate the ability to pay its obligations in the next 12 months</p>	<p>A lack of sufficient systems and protocol as it pertains to expenditures along with insufficient planning for expansion has resulted in increased deficits. This was coupled with a decline in enrollment and insufficient budgeting projections.</p>	<ul style="list-style-type: none"> -Immediate changes in staffing structure that support financial planning and development -Immediate protocol relative to hiring and purchasing have been implemented -Staffing cuts at the network level -Revisions to the network staffing structure that support assistance in the finance department (contracted CFO/ contracted controller, enrollment coordinator) -Implementation of a proposed salary band to support equity -Aggressive push in enrollment practices that encourage assistance at the network and building level -Consistent updates and meetings with all stakeholders to monitor 	<ul style="list-style-type: none"> The interim CEO will continue the actions implemented and will set performance targets for building leaders as it pertains to enrollment. -Intentional monitoring of spending and revenue -Increased development and training for building leaders as it pertains to operations and finance -Continued search for a full time CFO 	<p>Quarterly monitoring will continue with the anticipation to be meeting standard in 12 months</p>



TINDLEY
ACCELERATED SCHOOLS

Mid –Charter Review- May 2016
Charles A. Tindley Accelerated School

		<p>and obtain feedback -A draw down on the state loan that has been set aside to be utilized to support budgeting for the next year and attack debt.</p>		
<p>2.1 February Enrollment Variance</p>	<p>-Inconsistent supports assigned to the incoming scholars to support the rigorous course sequence -A lack of ongoing, consistent recruitment practices -Teacher turnover and building culture due to an inexperienced building leader</p>	<p>-Change in building leader that will go into effect July 1, 2016 -Hiring of a new enrollment coordinator -Development and implementation of an ongoing strategic plan to support recruitment and enrollment -Hiring of an experienced admin/development coach to support teachers and oversee instruction -Consistent collaboration and discussions with board members to solicit feedback</p>	<p>-Continued practices that have been put in place with an ongoing oversight from the interim CEO -Involvement of the building leaders to increase ownership of enrollment and recruitment -Implementation of performance targets for building leaders</p>	<p>Ongoing monitoring to meet standard at the February count.</p>
<p>2.1 Days Cash on Hand</p>	<p>Lack of sufficient policies and procedures</p>	<p>-Implementation of a hiring/purchasing policy</p>	<p>-Adherence to set allocations from the</p>	<p>Immediate and ongoing</p>



Mid –Charter Review- May 2016
Charles A. Tindley Accelerated School

	<p>for spending</p> <p>Overspending and a lack of sufficient budgeting both at the network and building level</p> <p>Decrease in enrollment</p> <p>Lack of ownership and understanding at the local level</p>	<p>-Set enrollment targets that are shared and communicated with the building leaders</p> <p>-Significant decrease in spending and approval of expenses</p> <p>-Increase in staffing in the financial department as additional oversight</p>	<p>budget</p> <p>-Continued practices that have been put in place</p>	
<p>3.1</p> <p>Is the school leader strong in his/her academic and organizational leadership?</p>	<p>The previous building leader lacked experience and understanding of academic and organizational leadership.</p> <p>There was also a need to evolve in practices that had been historically aligned with the Tindley culture.</p>	<p>A change in leadership has occurred and will go into effect July 1, 2016</p> <p>Retention of the current Assistant Principal of Academics and Guidance Counselor who have demonstrated strong leadership and organizational skills</p>	<p>The interim chancellor will monitor, train and evaluate all new/ existing building leaders</p> <p>-An updated evaluation system will be implemented</p>	<p>This specific indicator should be meeting standard by the first quarterly compliance review of the upcoming school year.</p>
<p>3.2</p> <p>Does the school satisfactorily comply</p>	<p>Previously, information was either misrepresented or</p>	<p>-Increased awareness and participation from the Board of Directors</p>	<p>-Continued involvement and collaboration with the Board of Directors</p>	<p>Immediate and ongoing</p>

Mid –Charter Review- May 2016
Charles A. Tindley Accelerated School

<p>with all its organizational structure and governance obligations?</p>	<p>withheld from the board of directors/ network staff in charge of operations. Possible lack of understanding from the leaders that resulted in deficient practices in oversight</p>	<p>-Increased collaboration from the network to building leaders -Ongoing support from the mayor’s office as it pertains to reporting</p>	<p>-Ongoing training and development for the interim CEO relevant to governance obligations</p>	
<p>3.4 Does the school’s board work to foster an environment that is viable and effective?</p>	<p>Previously, information was either misrepresented or withheld from the board of directors/ network staff in charge of operations. Possible lack of understanding (due to inconsistent information provided by leadership) from the board that resulted in deficient practices in oversight</p>	<p>-Increase in awareness of the governance and supervisory responsibilities from the board by more of a hands-on approach in practices Feedback from the authorizer regarding performance is now shared with all board members. Institution of various committees within the board to effectively delineate supports</p>	<p>-Continued practices that have been put in place -Monthly operational reports crafted by the interim CEO that encompass reports from the building and network leaders will be provided to the board for review/ feedback -Increase in collaborative practices that encourage ongoing dialogue with stakeholders. (monthly meetings with parents, increase in invitations and publicizing public board meetings</p>	<p>Immediate and ongoing with feedback relative to performance by the first quarterly compliance meeting</p>



Mid –Charter Review- May 2016
Charles A. Tindley Accelerated School

<p>3.6 Is the school meeting its school specific non-academic goals</p>	<p>Rather than increasing the schools non-athletic extracurricular activities by 3-5, the school was only able to implement 2 additional activities. This was primarily due to the lack of involvement and support provided to the Assistant Principal, who was also not involved in a large part of the goal setting.</p> <p>Lack of understanding of the cultural needs of the school as it pertains to scholar engagement and involvement.</p>	<p>A review of performance goals established by the previous building leader has been completed. The remaining Assistant Principal as well as the new additions to the leadership team have been made aware of the performance goals in order to properly address and monitor the progress for the upcoming year.</p> <p>The new principal has a background in establishing extracurricular opportunities for scholars and has proven successful in implementation.</p> <p>A survey was distributed to gain an understanding of students needs and interests</p>	<p>-Compilation of the responses from the surveys of both the students and parents will be provided to the new leadership team. -The entire leadership team will be involved in establishing goals and analyzing performance from the previous year as they set new/ revised goals.</p>	<p>Immediate and ongoing with results that should meet standard by the first compliance meeting of the school year.</p>
---	---	--	---	---



Core Question 3: Is the organization effective and well-run? (Approaching Standard)

- **Root Cause:** Mrs. Robinson was cast into the role of Principal after the abrupt departure of her predecessor. She tried hard to rise to the task, but in addition to adding an academic requirement for her license onto the busyness of helping run a family with two small children, she ran very short on time and fell behind more often than she should. In addition, we have learned recently that she does not wish to occupy such a role; she is a trained counselor with a reputation for being effective in such a role.
- **Actions Taken to Address the Issue:** We are currently work with an Interim CEO, who formerly served as Principal of our Girls' Middle School. She has begun to reorganize job assignments, including working directly with Ms. Robinson to assist her until an effective replacement is found, and consulting parents on their issues with discipline, etc. She has shifted the administrative model from a linear hierarchal model to a consensus model, which involves listening to each other, consulting each other before making decisions, etc. So far, it seems to be working well.
- **Plans to Continue Addressing the Deficiency:** These are items associated with our search for a new Ceo, which we hope will be resolved by the end of this summer. We plan to offer the new person the kind of support they need in order to continue addressing these issues.
- **Timeline:** We hope these issues will be resolved and our leadership will be effectively running our schools by the beginning of the 2017 school year.



Item 3.2: Does the school satisfactorily comply with all its organizational structure and governance obligations?

Root Cause: The Board failed to realize the inadequacy of the linear, top-down administrative model implemented by the CEO when Tindley opened its first school several years ago. It seemed to work well enough, as the CEO and his modestly numbered staff were in continuous conversation about administrative issues, and submitting reports to the mayor's office was not a problem. As the network grew very rapidly, it was assumed by everyone, I think, that this same model would continue to be effective. On the contrary, it didn't: the CEO was preoccupied with travel, working to raise money, attending graduate school in New York, etc. In turn, he assigned multiple tasks to the same number of administrators, some of whom were prepared for such assignments, some of whom were not. The result was that both the Board and the Mayor's Office assumed everything was working as it should, but it wasn't. Our enrollment fell dramatically during the last year, the administrative staff became seriously overworked, and the CEO became increasingly absent.

Actions Taken to Address the Issue: After confronting the CEO on the matter and eventually asking him to resign, the Board became aware that the problems we were facing wasn't just the CEO's expenditures, but also the over-burdened administrative staff. Some of them resigned, which caused the Board to look much more carefully at the governance issues and resolved to produce a different, more efficient model through an interim CEO. Ms. Marshall, the network's most successful principal, was hired as an interim CEO, and has worked hard since being hard to design a "consensual" administrative model, which asks for input from the many audiences served by the administrative staff. People are currently working through the change; so far it looks quite promising."

Plans to Continue to Address the Issue: The Board has been meeting with members of the administrative staff, the building-level principals, and the Interim CEO, to consult of the changes which are needed to create an effective administrative model.

Timeline: Representatives from the Mayor's Office has shared with me recently that this year has shown an improvement in Tindley's submitting necessary documents and other information to the Mayor's Office. We are hopeful that by the end of 2016-2017, we will have hired a permanent CEO, filled the necessary administrative positions, and have a working model which should serve a network of six schools.



Core Question 3.4 Does the Board work to create a healthy learning environment?

Root Cause: The Board traditionally relied exclusively on the CEO to maintain a healthy learning atmosphere through his work with the building principals. Growth, however, proved to be too quick for the CEO to maintain those relationships, and this issue got lost in rigid disciplinary policies imposed on all grade and age-levels similarly. This, in turn, created frustration among a number of parents, and word of the problem worked its way around to the Board in 2014-15.

Actions Already Taken: In the current year, the Board created a group of committees (Governance, Finance, Academics, Development) and charged them with the responsibility of meeting with various school personnel to address issues raised by parents and students. We have begun doing this through Open House events, teacher/principal meetings, etc., and so far, the results have been positive.

Plans to Continue: We plan to continue this activity during the coming year and to monitor our results. Our hope is to have altered, more effective policies in place before hiring the new CEO.

Timeline: Our goal is to achieve a constructive change in these areas by the end of the 2017 school year.