



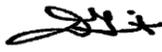
Deborah A. Gist  
Commissioner

State of Rhode Island and Providence Plantations  
**DEPARTMENT OF EDUCATION**  
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Enclosure 7d2  
September 8, 2014

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**TO:** Council on Elementary and Secondary Education

**FROM:** Deborah A. Gist, Commissioner 

**RE:** **Renewal of The Trinity Academy for the Performing Arts**

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The Trinity Academy for the Performing Arts (TAPA) is an independent charter school located in Providence. TAPA opened in the 2010 - 2011 school year and is currently undergoing its first renewal process. The school serves 136 Providence students in grades 7 - 10. The school's current charter term expires at the conclusion of the 2014-2015 school year.

In accordance with the Rhode Island Board of Regents' Regulations Governing Public Charter Schools C-4-3, the Rhode Island Department of Education (RIDE) coordinated the process of evaluating TAPA's performance during this charter term to determine the merits of the charter. Continuation of TAPA's charter is dependent upon the Commissioner's recommendation and subsequent approval of that recommendation by the Council on Elementary and Secondary Education.

**PERFORMANCE REVIEW PROCESS SUMMARY**

In order to support the Commissioner's renewal recommendation to the Council on Elementary and Secondary Education, the Office of Charter Schools conducts a review of the school's performance based on the three following core questions:

- 1) Is the school's educational program an academic success?
- 2) Is the school providing the appropriate conditions for academic success?
- 3) Is the school a viable organization?

The **first** question of the review considers relevant student outcome measures using the most generalizable data available. Those measures include Mathematics and Reading NECAP performance, IDEA SPP indicators, ESEA waiver requirements, and, if applicable, student-level growth and ACCESS proficiency.

The **second** question of the review considers implementation relative to the standards set forth in the Board of Regents Basic Education Program (BEP), including and in addition to instructional leadership, classroom instruction, and curriculum development. Evidence for this portion of the review is gathered through a three-day site visit accompanied by a document review.

The **third** question of the review considers organizational viability, including parent/guardian satisfaction, student attendance and whether or not a school is using public funds responsibly. RIDE staff review the school's financial audits over the course of the charter term as well as other relevant documentation on the school's compliance with statutory and regulatory requirements.

The school completed a Renewal Application. This application provides the school an opportunity to:

- 1) Present any important new or supplemental information pertaining to the above guiding questions, to enable a more comprehensive assessment of school performance; and
- 2) Articulate the school's strategies and capacities for sustaining success and continuing to improve over the next charter term.

#### **PERFORMANCE REVIEW RESULTS SUMMARY**

- ❖ **The Trinity Academy for the Performing Arts demonstrated academic success during the charter term.** The school has performed as well as the sending district performance in reading and mathematics. The school performed as well or outperformed demographically similar schools in reading and mathematics until the most recent NECAP administration when performance dipped below typical for reading and mathematics. TAPA received a "Leading" school classification on the 2013 school report card and a "Warning" school classification on the 2014 report card.
- ❖ **The Trinity Academy for the Performing Arts demonstrated progress toward providing the conditions for academic success.** The school has made progress developing policies and practices that are essential to leading the focus on teaching and learning. While the school has begun developing strong supports for students and staff, the school demonstrated substantial development in the areas of family and community engagement.
- ❖ **The Trinity Academy for the Performing Arts has demonstrated that it is a viable organization.** The school has received an unqualified opinion by the private auditing firm for each year of operations. Although the school has limited cash reserves, the school has sustained financial health. The school has remained compliant with federal and state requirements and maintained high levels of parent satisfaction. The school has maintained low rates of absenteeism relative to the sending district.

**RECOMMENDATION: THAT, the Council on Elementary and Secondary Education moves to renew the charter of Trinity Academy for the Performing Arts (TAPA) for a term of up to five (5) years, to operate in accordance with and comply with the conditions set forth in this recommendation from July 1, 2015 to June 30<sup>th</sup>, 2020, as presented.**

**This renewal is subject to the following conditions being met by or before December 15, 2014:**

1. Trinity Academy for the Performing Arts Board of Directors must establish policies for fiscal management and controls as set forth in Standard 2.1.a.5.
2. Trinity Academy for the Performing Arts leadership must establish a plan for evaluation of staff as set forth in Standard 2.1.b.5.

**This renewal is subject to the following conditions being met by or before July 1, 2015:**

1. Trinity Academy for the Performing Arts leadership must establish a plan for improvement as set forth in Standard 2.1.b.4.
2. Trinity Academy for the Performing Arts must meet the financial standards as set forth in Standard 3.1 of the Rhode Island Charter School Performance Framework.

**These conditions shall be removed upon a review of evidence indicating the conditions have been met.**

## Attachment 1

1 IS THE SCHOOL'S EDUCATIONAL PROGRAM AN ACADEMIC SUCCESS?		2011-2012	2012-2013	2013-2014
1.1	Is the school making measurable gains in math and ELA NECAP Performance? - <b>Model I</b>	Math	Typical	Below
		Reading	Typical	Below
1.2	Is the school outperforming its students' sending districts as measured by NECAP?	Math	Typical	Typical
		Reading	Typical	Typical
1.3	Is the school outperforming demographically similar schools as measured by NECAP?	Math	Typical	Above
		Reading	Above	Above
1.4	Is the school's student-level growth percentile higher than the state's median (elementary and middle school only)?	Math		Above
		Reading		Above
1.5	Are students with Limited English Proficiency making typical growth in English fluency as measured by ACCESS?	Fewer than 30 students identified as ELL.		
1.6	Is the school meeting its mission-specific educational goals?	No MSG established during the term.		
			2013 Report Card	2014 Report Card
1.7	Is the school meeting federally required academic performance targets?		Leading	Warning

**Sending District** = A weighted average of a school's sending district(s)' proficiency levels. Trinity Academy for the Performing Arts draws students from Providence.

**Similar Schools** = An estimate of the proficiency level of Rhode Island schools with similar numbers of ELL, SPED, and FRPL students as Trinity Academy for the Performing Arts.