Ken Wagner, Ph.D.
Commissioner

State of Rhode Island and Providence Plantations
DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

Enclosure 6a3
January 29, 2019

January 29, 2019

TO: Members of the Council on Elementary and Secondary Education

FROM: Ken Wagner, Ph.D., Commissioner

RE: **Approval of the Southside Elementary Charter School Charter Renewal**

RECOMMENDATION:

THAT, the Council on Elementary and Secondary Education move to renew the charter of Southside Elementary Charter School for 3 years, for the term beginning with school year 2019-20 expiring at the end of school year 2021-22.

Enclosed Documents:

The following documents provide further detail regarding the Commissioner's recommendation and analysis contributing to that recommendation:

- Commissioner's Recommendation Overview: including an overview of the charter.
- RIDE's Renewal Report: containing detailed information regarding the performance of the charter and findings as a result of the renewal site visit.
- Charter's Response: including additional information and context provided independently by the charter in regards to the renewal recommendation and report.
- Annual Performance Dashboards: containing detail on performance ratings for each school and each year of the charter's term.

Southside Elementary Charter School
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 3-Year Renewal

Renewal Recommendation Overview:

Summary of Recommendation	
Recommended Action:	**The Commissioner recommends that the Council on Elementary and Secondary Education move to <u>renew</u> the charter of Southside Elementary Charter School for <u>3 years</u>.**
Recommended Charter Term:	From SY2019-20 through SY2021-22
Recommendation Key Points:	The 2017-18 school year is the first year academic performance could be evaluated since it was the first year the school had tested grades for the state assessment. The school received a 2-star rating on the statewide accountability system due to achievement, approaching expectations for School Performance. For achievement, the school earned 1 point (out of 4) for Math (16% proficient) and 2 points for ELA (26% proficient). This triggered an analysis for the School Comparison sub-indicator, which includes three criteria (Sending District Comparison, EL Progress, Growth). The school approached expectations for sending district comparison, but EL progress and Growth could not be evaluated. • The school approached expectations in the Sending District Comparison. In ELA, the school's proficiency rate was slightly higher than the weighted average of its sending districts. However, the school did not reliably outperform (accounting for standard error) its sending districts in Math. • The school did not have enough EL students to calculate the EL progress measure in the statewide accountability system. • The growth measure in the statewide accountability system could not be calculated, since 17-18 was the first year with tested students. The school's auditors identified significant deficiencies and material weaknesses in each of the audit years, resulting in an approaches overall rating for Compliance in 2016-17. Southside has hired a new business manager, and previous findings were resolved in most recent FY18 audit.

Charter Overview:

Current Charter Overview			
Charter Type	Independent	2017-18 Grades Served	K-3
School-Year Opened	2014-15	2017-18 Enrollment	95
Current Charter Term	2014/15 – 2018/19	Authorized Enrollment	144 (grades K-5)
Enrolling Communities	Providence	Location(s)	Providence

Southside Elementary Charter School
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 3-Year Renewal

School Mission and Model	
School Mission:	"SouthSide Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students will learn to read, write, think logically, and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence, and community engagement in an extended school day and year."
School Model:	The school's model includes utilizing learning partners in every classroom to aid with differentiated student learning, one-on-one social emotional support and behavior management. The school has partnerships with several local community agencies, and employs lottery weight for homeless students. The current board chair is the Executive Director of Amos House, a nonprofit organization and homeless families' shelter.

Overview of Charter Performance Ratings:

The following table depicts the charter's performance according to the Charter Performance Review System. For more detail on performance ratings, please see the charter's renewal report and annual performance dashboards.

Southside Elementary Charter School					
Indicators		**SY14-15**	**SY15-16**	**SY16-17**	**SY17-18**
Academic	(1A) School Performance	NR	NR	NR	A
	(1B) School Comparison	-	NR	NR	A
Sustainability	(1) Financial	-	M	M	M
	(2) Organizational	-	M	M	M
	(3) Compliance	-	M	A	M
Renewal Process Tier		No Tier. In-Depth Renewal Process			
Updated Tier Designation		Tier 3 (Academic)			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable

SouthSide Elementary Charter School

Renewal Report| 2018

About This Report

In 2015, RIDE embarked on a process to revise the existing charter performance framework based on lessons learned over 5 years of implementation and alignment to national best practice. The updated Charter School Performance Review System was created in collaboration with a committee of charter school practitioners and the National Association of Charter School Authorizers. The purpose of the revision was to increase transparency of charter performance review, provide clarity on charter's performance annually, and ensure consistency of decisions that prioritize the school's academic performance. The 2016-17 school year was the first year of implementation, and all charter schools received 2015-16 performance ratings applied retroactively to initiate the new performance framework.

This report comprises performance ratings for the previous three years of the charter's term (2015-16, 2016-17 and 2017-18). The 2014-15 school year, the first year of the current charter term, is not rated due to the transition of both the charter performance review system and the statewide assessment. Performance ratings utilize data from school-generated annual reports and other RIDE monitoring results. As part of the renewal process, RIDE provided initial renewal tier designations, based off the two most recent years of available data, to inform the renewal process. The final tier designation is updated based on results from the 2017-18 school year.

Southside Elementary Charter School initially received a "No Tier" designation as it has not had tested grades for the purposes of statewide accountability and academic performance ratings. The school followed an in-depth renewal process. The renewal site visit was conducted over a three-day period in mid-May 2018. To prepare for the site visit, the team, comprised of RIDE staff from the Office of College and Career Readiness, reviewed the charter's performance reports to date, the charter's renewal application, and programmatic and organizational documentation submitted by the school. The site visit consisted of classroom observations and interviews with the charter school board, all members of the school's leadership team, teachers, parents, and students. The site visit is an integral part of the team's ability to corroborate information provided by the charter school, follow up on areas of the school's operations that are not meeting performance expectations and ensure the team has gathered information to help determine performance ratings for the Organizational and Compliance Indicators.

SouthSide Elementary Charter School
Renewal Report| 2018

CHARTER OVERVIEW

SouthSide Elementary Charter School (SouthSide) is an independent charter school serving students from Providence. Chartered for grades K-5 when fully expanded, SouthSide opened in the fall of 2014 with 24 students in a Kindergarten classroom. As of the 2017-18 school year, the school serves students in grades K-3. The school will expand by one grade level each year, eventually reaching a maximum enrollment of 144 students. An 8-member board that is chaired by Eileen Hayes, Executive Director of the South Providence-based nonprofit organization and homeless families' shelter, Amos House, governs SouthSide. The school's model includes utilizing learning partners in every classroom to aid with differentiated student learning, one-on-one social emotional support and behavior management.

The school was developed in a partnership with leaders at Community Prep, a private school serving a diverse population of students. The partnership with Community Prep includes a lease agreement for use of a facility and staff support. As SouthSide has scaled, it has worked to formalize and ultimately separate services shared or received from Community Prep. Currently, SouthSide splits the time of the business office assistant, and the chair of the finance committee is also the Head of School and Founder of Community Prep. The school has partnerships with several local community agencies, and employs lottery weight for homeless students.

The mission of Southside is as follows: *"SouthSide Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students will learn to read, write, think logically, and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence, and community engagement in an extended school day and year.*

Enrollment Demographic Information

Descriptive demographics are based on October enrollment data reported to RIDE by the charter school and reported publicly on InfoWorks.

	2014/15	2015/16	2016/17	2017/18
Total Enrollment	23	48	72	95
Free/Reduced Lunch Eligibility	0%	83%	86%	60%
Students Receiving Special Education Services	9%	10%	11%	12%
Students Receiving ESL Services	0%	6%	14%	8%
Multiracial	4%	2%	1%	0%
African-American	35%	33%	32%	39%
Latino/Hispanic	52%	58%	61%	55%
Native American	0%	0%	0%	0%
Asian	4%	4%	4%	2%
White/Caucasian	4%	2%	1%	2%

SouthSide Elementary Charter School

Renewal Report| 2018

PERFORMANCE OVERVIEW

SouthSide received a "Tier 3" final tier designation for the renewal process due to its academic performance. SouthSide initially received a "No Tier" designation as it has not had tested grades for the purposes of statewide school accountability and academic performance ratings.

In school years 2015-16 and 2016-17, the school did not have tested grades, and a school performance rating could not be determined. In 2017-18 the school approached expectations in both Academic indicators. In all school years, the charter met expectations for financial performance. The school received a "meets" overall rating in all years with the exception of compliance related to financial management in 2016-17. Additional context for each indicator and criteria rating is included in this report.

Each indicator's specific criteria ratings inform an overall indicator rating. Each charter receives a detailed annual performance report that identifies ratings for each individual criteria and overall indicators. These performance reports accompany the renewal report.

Indicators		SY14-15	SY15-16	SY16-17	SY17-18
Academic	(1A) School Performance	NR	NR	NR	A
	(1B) School Comparison	-	NR	NR	A
Sustainability	(1) Financial	-	M	M	M
	(2) Organizational	-	M	M	M
	(3) Compliance	-	M	A	M
Renewal Process Tier Designation		No Tier. In-Depth Renewal Process			
Updated Tier Designation		Tier 3 (Academic)			

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
M	Meets Expectations	NR	Not Rated
A	Approaches Expectations	NA	Not Applicable

SouthSide Elementary Charter School
Renewal Report| 2018

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

School Performance			
SY14-15	**SY15-16**	**SY16-17**	**SY17-18**
Not Rated	**Not Rated**	**Not Rated**	**Approaches Expectations**

Summary: The first year SouthSide had students in a tested grade (third grade) for the purposes of statewide school accountability and academic performance ratings was the 2017-18 school year. Academic data is was not available for school years 2014-15, 2015-16 and 2016-17, as the school grew one grade level each year, beginning with kindergarten.

In the 2017-18 school year, the school earned two-stars on the statewide accountability system due to academic achievement. This triggered the completion of the School Comparison sub-indicator which found the school approached expectations overall, because it did not reliably outperform its sending district (see School Comparison below)

Through review of documents, the charter's renewal application, and on-site interviews, there is evidence that the school utilizes internal academic data and has systems and structures in place to evaluate student achievement and address student needs. The assessment calendar is published and communicated school-wide. Interim assessments in reading, writing and math are administered three times per year. Weekly formative assessments integrated into the Math and Reading curriculum are used to support instruction. The head of school leads the process, in partnership with the school improvement team and academic interventionists, for collecting and analyzing student achievement data. The board receives and reviews academic achievement results three times each year, in conjunction with the assessment calendar.

School Comparison			
SY14-15	**SY15-16**	**SY16-17**	**SY17-18**
Not Rated	**Not Rated**	**Not Rated**	**Approaches Expectations**

In 2017-18, RIDE conducted an analysis of the School Comparison sub-indicator due to the school receiving an "Approaches" expectations rating for the School Performance sub-indicator. Based on this analysis, the school was rated as "Approaches" expectations for the School Comparison sub-indicator due to receiving an "Approaches" rating on criteria 1.B.1. There was not enough data to complete ratings for 1.B.2 and 1.B.3.

1.B.1 Proficiency Compared to Enrolling Districts	The school's proficiency rate compared to its enrolling district, when accounting for margin of error, is above its sending district in ELA, but not reliably above its sending district in Math. Meaning, the school outperformed its sending district in

<table>
<tr><td></td><td>ELA, but performed about the same (not statistically different) as its sending district in math.
<table>
<tr><th>Subject</th><th>Southside Proficiency</th><th>± Margin of Error</th><th>Low Range - Margin of Error</th><th>High Range + Margin of Error</th><th>Comparison Weighted Average of Enrolling Districts</th></tr>
<tr><td>ELA</td><td>30%*</td><td>9.3%</td><td>20.7%</td><td>39.3%</td><td>19%</td></tr>
<tr><td>Math</td><td>20%*</td><td>8.1%</td><td>11.9%</td><td>28.1%</td><td>13.6%</td></tr>
</table>
*Southside's published proficiency rates for star ratings are missing student data that was found by the school after star ratings were published. The proficiency rates noted above includes that missing data to ensure accuracy of the analysis. The school made an error in reporting which resulted in the discrepancy.</td></tr>
<tr><td>1.B.2 English Language Proficiency</td><td>The school did not receive a rating because it did not have enough tested students to calculate English language proficiency.</td></tr>
<tr><td>1.B.3 Growth</td><td>The school did not receive a growth rating because its first tested grade was third grade in 2017-18.</td></tr>
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SUSTAINABILITY INDICATOR 1

Financial Performance			
SY14-15	**SY15-16**	**SY16-17**	**SY17-18**
Not Rated	**Meets Expectations**	**Meets Expectations**	**Meets Expectations**

Summary

The charter received an overall "Meets Expectations" annual rating in Financial Performance for each year of its term. Financial ratings are based primarily on the charter's audit and therefore, financial information lags a year. For example, financial ratings for 2015-16 are based on the charter's FY15 audit. Due to the transition of the charter performance review system, and the lack of audit for 2014 because the school was new in 2014-15, the 2014-15 school year is not rated.

Since the start of the charter, the board has been an active leader in monitoring and managing the finances of the charter, using a finance committee that works on setting a 5-year budget and monitoring budget to actuals at each board meeting. While there has been significant turnover in the business manager position and the head of school, the charter has demonstrated an ability to build and maintain its fiscal health. The financial management weaknesses identified by the auditors have been addressed as of the current fiscal year, since SouthSide hired a new part-time business manager who is supported by a full-time assistant business manager. Additional financial management information can be found in the Compliance Indicator standards 3.20-3.29.

1.1 Current Ratio	The charter met expectations each year.
1.2 Unrestricted Days of Cash	The charter met expectations each year.
1.3 Debt to Asset Ratio	The charter met expectations each year.
1.4 Total Margin & 3-Year Aggregate Total Margin	The charter met expectations each year.
1.5 Debt Service Coverage Ratio	2016-17 is the first year that this criterion could be calculated. However, this measure is not applicable as the charter does not have principal or interest payments.

SUSTAINABILITY INDICATOR 2

Organizational Performance			
SY14-15	**SY15-16**	**SY16-17**	**SY17-18**
Not Rated	**Meets Expectations**	**Meets Expectations**	**Meets Expectations**
Summary: All annual ratings and each criteria of this indicator have been rated "Meets" or "Exceeds Expectations," with the exception of criteria 2.4. In 2017-18 criteria 2.4 was rated "Approaches Expectations." Due to the transition of the charter performance review system, the 2014-15 school year is not rated.			
2.1 Organizational School-Specific Goals	School-specific goals were not established over the course of this term.		
2.2 School Environment	The charter met or exceeded expectations in this criterion in each applicable year. The school's attendance rate is part of the performance system for the first time in 2016-17, and the charter's attendance rate was 97.55%, greater than the state elementary average of 94.62%. The charter's attendance rate in 2017-18 was 99.41%, greater than the state elementary average of 94.58%. Student retention also met expectations with over 80% of students choosing to return to the school each year. Demand for the school is high, and the school's waitlist has consistently comprised over 50% of available seats. The school utilizes a variety of systems and structures to engage parents and families.		

	A Parent Teacher Organization (PTO) is active, parents are part of the Board of Directors for the school, participate in the School Improvement Team, and are part of hiring committees. Teachers communicate with parents primarily through weekly progress reports for each student, as well as through informal calls and text messages. Most classrooms, with the exception of Kindergarten, also use ClassDOJO to communicate daily regarding students' behavior and academic performance. Learning Partners assist teachers in classroom management and tracking in ClassDOJO. Learning Partners direct communication with parents varies from classroom to classroom. The Head of School has an open door policy, publishes monthly newsletters, and hosts at least one family engagement event each month. All students and families participate in goal setting conferences three times throughout the year to review the student's academic and social emotional progress. Finally, the school utilizes a family engagement contract, signed each year detailing commitments from the family and the school. Information and data related to the contract are tracked by the Family Engagement Coordinator.
2.3 Equity and Access	Use of attrition data and applicant pool composition were not a factor of this criterion until the 16-17 school year. The charter met expectations each year. The charter's Family Engagement/Admissions Coordinator is responsible for recruitment, managing the application and lottery processes and working with families who choose to withdraw or not return. Attrition data from withdrawal forms is shared with and tracked by the head of school, to monitor the reasons families may choose to leave. The main reason cited thus far has been the family moving out of Providence. Student recruitment focuses on the south side of Providence and homeless families, per the charter's original proposal. The Admissions Coordinator creates a community outreach plan that includes promoting the school and providing lottery applications in local businesses, pre-k programs in the area, churches, homeless shelters, and recreation and cultural centers. Outside of grassroots recruitment efforts in the community, the charter participates in the annual charter school fair, hosts open houses, and provide resources to enable word of mouth through existing families. Additionally, the school partners and recruits through Amos House.
2.4 Dissemination	The 2016-17 school year is the first year this criterion was evaluated. The charter met expectations in 2016-17 and approached expectations in 2017-18. The charter provided evidence of its initial efforts in this area, the Board noted that a focus on sharing practice is not a priority for the school, as it is still a young and growing organization. Current efforts include the head of school posting professional development modules on the school's webpage and speaking to a network of foster grandparents related to lessons learned using responsive classroom.
2.5 Board and	The charter met expectations each year. An 8-member board consisting of three committees (finance, governance and education) currently governs SouthSide. The

Leadership Quality	board is involved in the school improvement planning process and relies on the head of school to provide reports regarding student academic progress, social emotional/behavioral progress and day-to-day administration of the school. Board members stated they receive academic achievement data three times per year, aligned to the interim assessment schedule. The monitoring of academic progress and detailed review of student achievement data is present in both the school leader's board-designated goals and board priorities, but student achievement goals are general. A school-wide strategic plan is currently in development, and stakeholders named similar strategic priorities for the school. The school does collaborate with an organization that serve homeless families and implements a lottery weight for homeless students. The school does not have specific goals related to its stated priority of serving homeless students. Board members receive updates related to the school's implementation of responsive classroom and supporting teachers. Board members participate in learning walks, and the board members on the School Improvement Team (SIT) are able to provide a more detailed perspective on school level challenges and progress against academic goals. The board utilizes a committee structure to facilitate policy and decision-making, with the finance committee meeting monthly to review the budget. The board delegates all day-to-day responsibilities to the Head of School. Stakeholder interviews confirmed that the school leader uses the SIT structure, as well as individual discussions and school-level data to determine any needed policy or programmatic changes. These recommendations are brought to the board by the head of school for consideration. Depending on the item or policy recommended, the board makes a decision after hearing from various stakeholders and receiving the necessary data to make an informed decision. SouthSide adopted the RI evaluation model for building administrators self-reflection. The board chair conducts the evaluation process, receives input from other stakeholders and provides the Head of School written feedback, which is discussed at the June board meeting. The Head of School creates annual goals working with feedback from staff and the board. The board stated progress is monitored toward these goals both informally and formally. Current goals lack specific measures and clarity on how the Board or Head of School will know the goal have been achieved.

SUSTAINABILITY INDICATOR 3

Compliance			
SY14-15	**SY15-16**	**SY16-17**	**SY17-18**
Not Rated	**Meets Expectations**	**Approaches Expectations**	**Meets Expectations**

Summary: Due to the transition of the charter performance review system, the 2014-15 school year is not rated. In 2016-17, the charter did not meet expectations in criteria 3.27 and 3.28, resulting in an overall rating of "Approaches Expectations". In all other years, the charter did not meet expectations in criterion 3.27 in 2015-16 and 2017-18, but still met expectations overall for those years.

Student Rights (3.1 - 3.5)	Over the course of the term, the charter met expectations for each of the criteria associated with student rights, according to the various RIDE offices responsible for monitoring civil rights, special education, English learners, and Title 1. The charter has submitted the charter school applicant report each year and its lottery process was monitored in the 2017-18 school year.
Employee Management (3.6 - 3.8)	The charter met expectations for each of the criteria associated with employee management to the various RIDE offices responsible for certification and educator evaluation. Human resources procedures are documented in the employee handbook and employees acknowledge all policies and expectations of staff by signing the document.
Health and Safety (3.9-3.12)	The charter met expectations for each of the criteria associated with health and safety, according to the various RIDE offices responsible for school health services and food service. Safety procedures are documented in the employee handbook, but it not clear how safety procedures are communicated to families. The family handbook provides a high-level summary of behavior expectations, but does not go into detail about the school's behavior management system and escalation of consequences. There is a lack of consistency between stated practices and written expectations in the family handbook. It is not clear what behaviors may lead to suspension or expulsion.
Educational Program (3.13-3.16)	The charter met expectations each year. The SIT team goals are aligned to the stated goals of the original proposed charter. Currently, the school utilizes an extended year, small group differentiated instruction, inclusive environment, responsive classroom, alignment to service learning and many parent outreach strategies. The school purchases curriculum and each week, teachers submit lessons plans that are reviewed by the head of school for standard alignment. The SIT is involved in reviewing curriculum and making recommendations for any changes.

	The charter has submitted all required information via statewide data reporting tools including but not limited to TCS, enrollment and attendance. The charter's school calendar complies with the required length of school day and year.
School Leadership (3.17-3.19)	The charter met expectations in each of the criteria associated with school leadership. The board's bylaws include a committee structure and term limits. The board stated they are actively recruiting in preparation for many founding members to reach a limit and fill current vacancies with members who have education experience. The board files its meeting agendas with the Secretary of State and meetings are open to the public as required by state law. A stakeholder complaints policy is present in the employee handbook and the board noted an understood system of handling complaints that may arise through teachers or the head of school, public comment, or one on one meetings. The board has an adopted conflict of interest policy.
Financial Management (3.20 - 3.28)	In 2015-16, the charter did not meet expectations in criteria 3.27. In 2016-17, the charter did not meet expectations in criteria 3.27 and 3.28, and in 2017-18, the charter did not meet expectations in criteria 3.27. These criteria regard significant deficiencies and material weaknesses identified by the school's auditors related to fiscal policies and internal controls. SouthSide's business office has experienced turnover each year of its operation, and as a result has struggled in day-to-day financial management. The board has maintained fiscal oversight of the charter, which has resulted in strong performance of financial measures, despite the management challenges. In the fall of 2017, SouthSide hired a new part-time business manager who is supported by a part-time accounting staff person. As a result, these areas identified by the auditors are being addressed by the new business manager and the finance committee. A management letter is not anticipated for FY18. The finance committee meets regularly, monthly or bi-monthly depending on the budget cycle, and reviews the budget and actual expenditures in detail. The business manager works with the Head of School and Finance committee to set the budget each year and report progress throughout the year.

To: Members of the Council on Elementary and Secondary Education
From: SouthSide Elementary Charter School
RE: Charter School Response
Date: January 3, 2019

On behalf of the entire SouthSide Elementary Charter School community, we are honored that the Council on Elementary and Secondary Education is recommending the renewal our school 's charter for three years. The charter renewal process from beginning to end was a very enlightening, insightful, and humbling experience for all SouthSide stakeholders. Through this process, we were able to identify our school's strengths and opportunities for improvement. We were also able to celebrate our school's many accomplishments and recognize the fact that we have overcome so many obstacles.

Since our school's enrollment included grades K-3 during the 2017-2019 school year, this was our students' first experience with taking the state assessment. We prepared them for this experience by investing in Study Island which is a web-based program that can be accessed from school and home. We also exposed our students to MCAS release items throughout the year and most importantly, we adopted a new Common Core aligned math program entitled Go Math. This research-based program received very high ratings on Ed Reports and we are confident that the rigor of this program is aligned with the rigor of the RICAS. During our school's first experience with the RICAS, 17% of our students met expectations in math and 26% of our students met expectations in Literacy. Despite the fact that we managed to outperform most of the elementary schools from the sending district, we recognize that improvement in our students' performance on the RICAS is an urgent priority. Additionally, based on the star rating system, we outperformed 7 elementary schools from the sending district. Our school is equipped with the expertise, resources, and programs to raise these test scores. This will be accomplished through the implementation of professional learning communities that are focused on connecting teachers' instructional practices to students' learning outcomes. Since instruction is the variable that has the deepest impact on students' learning, we will continue to invest our time and resources on quality, job-embedded professional development for our team and we continue to transform the teaching and learning that is happening in our classrooms. We will also continue to implement best practices in our classrooms through extensive coaching, ongoing classroom walk-throughs and the examination of student work using protocols from the Center for Leadership and Educational Equity.

With regard to our school's financial performance, even though we have experienced challenges with turnover in the school's business office, we continue to meet expectations in all of the financial performance indicators. We submitted our most recent audit on time and there were no significant deficiencies or areas of material weakness. At the beginning of the 2018-2019 school year, we hired Richardson, Steere and Associates Accounting Firm to handle our financial affairs and we increased the hours of our Assistant Business Manager to full time. Even in the midst of incurring astronomical transportation costs ($4,900 per month) resulting from three out-of-district foster child placements, we continue to maintain a fiscally healthy organization and we continue to bring in unrestricted donations to our school including our most recent donation of $19,000 that arrived on December 31, 2018.

The accomplishment that we are most proud of is the peaceful, warm, caring, nurturing, and welcoming school environment that we have cultivated for our students, families and staff. Our students are excited and enthusiastic about coming to school each day and they prefer to be at school rather than on vacation. We continue to maintain a higher attendance rate than the state average and our student retention rate remains above 80%. Our students feel connected to their school community and they are excited about being at school during the day as well as attending events during the evenings. We provide our students with a 9-hour day and 190 days of instruction. Our students are proud of their school and they enjoy showcasing the positive character traits that we promote such as kindness and respect. The school's website includes a Love Rap that was written by last year's second graders. This song embodies the values that we instill in our children.

The positive school climate and culture are also evidenced by the attitudes and behaviors of the student and adult stakeholders and the mutually supportive, strong relationships of all stakeholders. The joy of our teachers transfers onto our students. Our teachers go above and beyond to meet the individualized needs of our students and as a result, our students feel loved and supported. Given our small school community, every staff member knows every child and we are all invested in the success of our students. Our extremely talented, dedicated and culturally diverse staff devotes a tremendous amount of time to perfect their practice within a professional learning community. Our team collaborates with one another and works together as a high performing team to generate solutions to problems we face. We are also responsive to the unique needs of our students and we inspire them to be their very best. Additionally, there is mutual trust between staff and families. Families are also empowered to play an active role in increasing students' learning outcomes. Family members assume leadership roles on the School Improvement Team, the PTO and the Board of Trustees. Family members also devote countless hours towards planning family engagement events each month.

Through our strategic cultivation of community partnerships with organizations such as Big Brother Big Sister, the Foster Grandparent Program, Inspiring Minds, the Ignation Volunteers, the MET, JWU, URI, and other local organizations, we have been able to lower our adult to student ratio and increase opportunities for our students to excel in academics, visual arts, and performing arts. All of the adult supports that we are able to provide inside and outside of our classrooms enable us to place a strong emphasis on social emotional learning which is equally as important as academics. Our students demonstrate love, compassion, and empathy towards one another and they understand how kind acts and words can transform the lives of others. We are committed to cultivating engaged citizens who care about their community and strive to make a difference in the world. We envision our students evolving into community leaders who are the change that we all wish to see in the world.

Charter School Annual Performance Report
SouthSide Elementary Charter School 2015-16

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Not Rated**		The school did not receive a composite index score because it does not have tested grades for the statewide accountability system. The first tested grade will be third grade in 2017-2018. RIDE did not hold schools accountable to school specific goals in 2015-2016.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Not Rated**		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	"Meets Expectations" in all criteria.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio was 27.03.
1.2 Unrestricted Days of Cash	**Meets Expectations**	School has 60 days or more of unrestricted cash on hand	Unrestricted days of cash on hand was 126.03.

		OR School has between 30 and 60 days of cash and one-year trend is positive.	
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.03.
1.4 Total Margin & 3-Year Aggregate Total Margin	**Meets Expectations**	Aggregated three- year total margin is positive and the most recent year total margin is positive.	The school only has two years of financial data. The most recent year's total margin was 0.35.
1.5 Debt Service Coverage Ratio	**Not Rated**		Debt Service Coverage Ratio will be reported on beginning in the 16-17 school year.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations."
2.1 Organizational School-Specific Goals	**Not Rated**		**RIDE did not establish school specific goals in academic year 2015-16.**
2.2 School	**Meets**	The school's attendance rate	**Family engagement**: The school provided assurances of family

Environment	**Expectations**	equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families. AND at least 80% of students in non-break grades return to school the next year.	engagement in the School-Prepared Annual Report. *Student attendance rate and student retention will not be a factor of this indicator until the 16-17 school year.*
2.3 Equity and Access	**Meets Expectations**	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	**Recruitment & Lottery:** No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle. *Use of attrition data & applicant pool composition will not be a factor of this indicator until the 16-17 school year.*
2.4 Dissemination	**Not Rated**		Dissemination efforts will be reported on beginning in the 16-17 school year.

2.5 Board and Leadership Quality	**Meets Expectations**	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	**Board & School Leader Continuous Improvement**: The school provided assurances of continuous improvement activities in the School-Prepared Annual Report. **Board & School Leader Have Systems for Decision-making/ Communication:** The school provided assurances of decision making and communication systems in the School-Prepared Annual Report. **Board Holds School Leader Accountable**: The school provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criteria not associated with state law and regulation is rated as "Does Not Meet."	Criterion 3.27 was rated as "Does Not Meet." All other criteria of this indicator were rated as "Meets Expectations.

Student Rights (3.1 - 3.5)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Office for Civil Rights:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **IDEA:** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **Title III (English Language Learners):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **Enrollment Procedures:** The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.
Employee Management (3.6 - 3.8)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Educator Certification:** A review of certification compliance identified no outstanding issues. **HR Procedures:** The school provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report. **Educator Evaluation:** A review of educator evaluation compliance identified no outstanding issues.
Health and Safety (3.9-3.12)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Facility Assurances:** ***F****acility Assurances will not be a factor of this indicator until the 16-17 school year.* **School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report. **Food Service:** *Food Service will not be a factor of this indicator until the 16-17 school year.* **Behavior & Safety Policies:** The school provided evidence of behavior and safety policies in the Annual School Health Report.

Educational Program (3.13-3.16)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Educational Program:** The school provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report. **Curriculum Standards:** The school provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report. **Data Reporting:** No outstanding issues were identified in educational program related reporting. **School Day/Length Policy:** The school provided assurances of these policies in their School-Prepared Annual Report for the Charter office.
School Leadership (3.17-3.19)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Open Meetings and Ethics Policy:** The school provided assurances of these policies in their School-Prepared Annual Report. **Board Bylaws:** The school provided assurances of these policies in their School-Prepared Annual Report. **Conflict of Interest/Complaint Management:** The school provided assurances of these policies in their School-Prepared Annual Report.
Financial Management (3.20 - 3.29)	**Does Not Meet Expectations**	An unresolved material violation of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Annual Budget Submission/ Revisions:** School complied with budget submissions. **Quarterly Financial Reporting:** School complied with Quarterly financial reports. **UCOA Reporting:** School complied with required UCOA reports and AUP Audit. **Annual Financial Audit:** The school's audit was unqualified/unmodified. **Significant Deficiencies:** In the management letter, the school's auditors identified four significant deficiencies.

			Material Weakness: In the management letter, no material weaknesses were identified. **Single Audit:** N/A

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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Not Rated**		The school did not receive a composite index score because it does not have tested grades for the statewide accountability system. The first tested grade will be third grade in 2017-2018. RIDE did not hold schools accountable to school specific goals in 2016-17.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Not Rated**		Academic Performance: School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the Academic Performance: School Performance Annual Rating.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2016-17, the ratings reflect the information in the FY16 audit for the organization.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio was 4.67.
1.2 Unrestricted Days of Cash	**Meets Expectations**	School has 60 days or more of unrestricted cash on hand.	Unrestricted days of cash on hand was 143.01.

		OR School has between 30 and 60 days of cash and one-year trend is positive.	
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.15.
1.4 Total Margin & 3-Year Aggregate Total Margin	**Meets Expectations**	Aggregated three- year total margin is positive and the most recent year total margin is positive.	The most recent year's total margin was 0.16. The three year aggregate margin was 0.09.
1.5 Debt Service Coverage Ratio	**Not Rated**		The debt service coverage ratio is not rated. The charter did not have principal and interest payment in FY16.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations," or "Exceeds Expectations."
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established in academic year 2016-17.

2.2 School Environment	**Exceeds Expectations**	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families and at least 80% of students in non-break grades* return to school the next year and the school's waitlist comprises at least 50% of available seats for the current school year.	**Student Attendance:** The school's attendance rate was 97.55%, greater than the state elementary average of 94.62% **Family engagement**: The charter provided assurances of family engagement in the School-Prepared Annual Report. **Student Retention**: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year. **Waitlist:** The school's waitlist comprises more than 50% of seats available.
2.3 Equity and Access	**Meets Expectations**	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	**Attrition Data:** The charter provided assurances of attrition data analysis in the School-Prepared Annual Report. **Recruitment & Lottery:** No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle. **Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2017 lottery shows applicants from Providence.

2.4 Dissemination	**Meets Expectations**	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	**Sharing and Partnership:** The charter provided assurances and descriptions of work related to sharing resources and practice.
2.5 Board and Leadership Quality	**Meets Expectations**	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	**Board & School Leader Continuous Improvement**: The charter provided assurances of continuous improvement activities in the School-Prepared Annual Report. **Board & School Leader Have Systems for Decision-making/ Communication:** The charter provided assurances of decision making and communication systems in the School-Prepared Annual Report. **Board Holds School Leader Accountable**: The charter provided assurances of holding school leader(s) accountable in the School-Prepared Annual Report.

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail

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Annual Rating	**Approaches Expectations**	One criterion associated with Federal law/ regulation is rated as "Does Not Meet." OR Two or more criteria are rated as "Does Not Meet"	All criteria of this indicator have been rated "Meets Expectations," with the exception of 3.27 and 3.28 which were rated "Does Not Meet Expectations."
Student Rights (3.1 - 3.5)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Office for Civil Rights:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **IDEA:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **English Language Learners:** No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support. **Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **Enrollment Procedures:** The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery.
Employee Management (3.6 - 3.8)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Educator Certification:** A review of certification compliance identified no outstanding issues. **HR Procedures:** The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report. **Educator Evaluation:** A review of educator evaluation compliance identified no outstanding issues.

Health and Safety (3.9-3.12)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Facility Documentation & Assurances:** The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report. **School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report. **Food Service:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **Behavior & Safety Policies:** The charter provided assurances of behavior and safety policies in their School-Prepared Annual Report.
Educational Program (3.13-3.16)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Educational Program:** The charter provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report. **Curriculum Standards:** The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report. **Data Reporting:** No outstanding issues were identified in educational program related reporting. **School Day/Length Policy:** The charter school provided assurances of these policies in their School-Prepared Annual Report.
School Leadership (3.17-3.19)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Open Meetings and Ethics Policy:** The charter provided assurances of these policies in their School-Prepared Annual Report. **Board Bylaws:** The charter provided assurances of these policies in their School-Prepared Annual Report. **Conflict of Interest/Complaint Management:** The charter provided assurances of these policies in their School-Prepared Annual Report.

Financial Management (3.20 - 3.29)	**Does Not Meet Expectations**	An unresolved material violation of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**Annual Budget Submission/ Revisions:** The charter complied with budget submissions. **Quarterly Financial Reporting:** The charter complied with Quarterly financial reports. **UCOA Reporting:** The charter complied with required UCOA reports and AUP Audit. **Annual Financial Audit:** The charter's audit was unqualified/unmodified. The charter's auditors identified seven significant deficiencies (four of them ongoing) and one material weakness. **Single Audit:** N/A

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Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Approaches Expectations**	1.A.1 is rated as "Approaches" and 1.A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."	The school received a 2-star rating on the statewide school accountability system. The school did not set school specific goals in 2017-18.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Approaches Expectations**	For 1.A.2, 1.B.2 and 1.B.3, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds." OR 1.B.1 is rated as "Approaches."	The school was rated as "Approaches Expectations" on criterion 1.B.1. There was not enough data to complete ratings for 1.B.2 and 1.B.3.
1.B.1 Proficiency Compared to Enrolling Districts	**Approaches Expectations**	The weighted average proficiency level of enrolling districts in either Math or ELA is equal to or within the charter school's performance range values.	The school's ELA proficiency rate minus error value was above the weighted average proficiency rate of enrolling districts: Charter School's ELA proficiency: 30%* - error 9.3 = 20.7% Weighted Average Proficiency of Enrolling Districts: 19% The weighted average Math proficiency rate of enrolling districts was within the charter school's performance range (the charter school's math proficiency rate plus and minus the error value).

			Charter School's Math proficiency: 20%* ± error 9.3 = range from 11.9 – 28.1 Weighted Average Proficiency of Enrolling Districts: 13.6% *Southside's published proficiency rates for star ratings are missing student data that was found by the school after star ratings were published. The proficiency rates noted above includes that missing data to ensure accuracy of the analysis. The school made an error in reporting which resulted in the discrepancy.
1.B.2 English Language Proficiency	**Not Rated**		The school did not receive a rating because it did not have enough tested students to calculate English language proficiency.
1.B.3 Growth	**Not Rated**		The school did not receive a growth rating because its first tested grade was third grade in 2017-18.

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2017-2018, the ratings reflect the information in the FY17 audit for the organization.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio in was 8.37
1.2 Unrestricted Days of Cash	**Meets Expectations**	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and	Unrestricted days of cash on hand was 98.68

		60 days of cash and one-year trend is positive.	
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.09.
1.4 Total Margin & 3-Year Aggregate Total Margin	**Meets Expectations**	Aggregated three- year total margin is positive and the most recent year total margin is positive.	The most recent year's total margin was 0.05. The three-year aggregate margin was 0.158.
1.5 Debt Service Coverage Ratio	**Not Rated**		The debt service coverage ratio is not rated. The charter did not have principal and interest payments in FY17.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND 2.3 is rated as "Meets	Criterion 2.4 was rated "Approaches Expectations" and 2.2 was rated "Exceeds." All other criteria of this indicator have been rated "Meets Expectations."
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established in academic year 2017-18.

2.2 School Environment	**Exceeds Expectations**	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE. AND There is evidence that the school regularly engages parents and families. AND At least 80% of students in non-break grades* return to school the next year. AND The school's waitlist comprises at least 50% of available seats for the current school year.	**Student Attendance:** The school's attendance rate was 99.41 %, greater than the state's elementary school average of 94.58% **Family engagement**: There is evidence from document review and the renewal site visit that the school engages parents and families. **Student Retention**: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year. **Waitlist:** The school's waitlist comprises more than 50% of seats available.
2.3 Equity and Access	**Meets Expectations**	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in	**Attrition Data:** There is evidence from document review and the renewal site visit that the school tracks attrition data on an individual basis and monitors withdrawal trends. **Recruitment & Lottery:** There is evidence from document review and the renewal site visit that the school has established recruitment, lottery and retention policies. The March 1, 2018 lottery was monitored. **Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2018 lottery shows applicants from Providence.

		line with the school's charter.	
2.4 Dissemination	**Approaches Expectations**	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	**Sharing Quality Best Practice:** Document review and the renewal site visit showed the charter shares professional development presentations related to responsive classroom on its website. The charter is still its early stages and this area is not yet a focus for the school.
2.5 Board and Leadership Quality	**Meets Expectations**	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	**Board & School Leader Continuous Improvement**: There is evidence from document review and the renewal site visit that the board and school leader are regularly monitoring progress related to student's academic achievement and charter's strategic priorities. **Board & School Leader Have Systems for Decision-making/ Communication:** There is evidence from document review and the renewal site visit that the board uses a committee structure to facilitate policy and decision-making. The board delegates day-to-day responsibilities to the Head of School, who uses the School Improvement Team structure for school-wide decision-making. **Board Holds School Leader Accountable**: There is evidence from document review and the renewal site visit that the board chair conducts the Head of School evaluation annually.

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	All criteria associated with Federal law and regulation are rated as "Meets." AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets expectations," with the exception of criterion 3.27.
Student Rights (3.1 - 3.5)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.1: Office for Civil Rights:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **3.2: IDEA:** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **3.3: English Language Learners:** No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support. **3.4: Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted. **3.5: Enrollment Procedures:** The school used RI Lottery form, submitted charter applicant report and has policies in place for conducting fair and equitable school lottery. The March 1, 2018 lottery was monitored.
Employee Management (3.6 - 3.8)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.6: Educator Certification:** A review of certification compliance identified no outstanding issues. **3.7: HR Procedures:** There is evidence from document review and the renewal site visit of established HR procedures and a board-approved employee handbook.

			3.8: Educator Evaluation: A review of educator evaluation compliance identified no outstanding issues.
Health and Safety (3.9-3.12)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.9: Facility Documentation & Assurances:** The charter provided evidence of facilities inspections and documentation in their renewal document submissions. **3.10: School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report. **3.11: Food Service:** No outstanding issues were identified in the National School Lunch Program and the RI Nutritional Requirements. Per agency practice a formal was not conducted. **3.12: Behavior & Safety Policies:** The charter provided evidence of behavior and safety policies in their renewal document submissions.
Educational Program (3.13-3.16)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.13: Educational Program:** There is evidence from document review and the renewal site visit that the school is practicing the essential educational program components defined by its charter and following state and federal requirements. **3.14: Curriculum Standards:** The charter provided evidence that curriculum is aligned to state adopted standards in their renewal document submissions and on-site. **3.15: Data Reporting:** No outstanding issues were identified in education related reporting. **3.16 School Day/Length Policy:** There is evidence from document review and the renewal site visit that the school has adopted and implemented these policies.
School Leadership (3.17-3.19)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance	**3.17: Open Meetings and Ethics Policy:** There is evidence from school assurances, document review, and the renewal site visit that the board complied with posting agendas and minutes for public meetings, public record requests and the Code of Ethics.

		indicator.	**3.18: Board Bylaws:** There is evidence from document review and the renewal site visit that the board maintains and implements its bylaws. **3.19: Conflict of Interest/Complaint Management:** There is evidence from document review and the renewal site visit that the board has established policies and procedures for addressing conflicts of interest and complaints.
Financial Management (3.20 - 3.28)	**Does Not Meet Expectations**	3.27: The school's auditors determined the school had "significant deficiencies, or equivalents."	**3.20: Annual Budget Submission/ Revisions:** The charter complied with budget submissions. **3.21: Quarterly Financial Reporting:** The charter complied with Quarterly financial reports. **3.22-3.23: UCOA Reporting:** The charter complied with required UCOA reports and AUP Audit. **3.24-3.27: Annual Financial Audit:** The charter's audit was unqualified/unmodified. A management letter did identify three significant deficiencies (criterion 3.27). **3.28: Single Audit:** N/A