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 6a5
January 29, 2019

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**TO:** Members of the Council on Elementary and Secondary Education

**FROM:** Ken Wagner, Ph.D., Commissioner

**RE:** **Approval of The Learning Community Charter Renewal**

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## RECOMMENDATION:

**THAT, the Council on Elementary and Secondary Education move to renew the charter of The Learning Community for 5 years, for the term beginning with school year 2019-20 expiring at the end of school year 2023-24.**

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.

# The Learning Community Charter School
# Overview of Commissioner's Charter Renewal Recommendation
# Recommendation: 5-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 The Learning Community Charter School for <u>5 years</u>.** |
| Recommended Charter Term: | From SY2019-20 through SY2023-24 |
| Recommendation Key Points: | Over the course of the charter's term, the school has demonstrated its ability to ensure its students are achieving. However, it has mixed results in the most recent year, specifically in language attainment for English Learners and in ELA student growth. Since the school approached expectations on the school comparison sub-indicator in the most recent year, it received a Tier 3 final designation.<br>The school received 2 points (out of 4) for both Math (33% proficient) and ELA (39% proficient). However, the school received a 2-star rating due to low progress for its EL students, approaching expectations for School Performance. This triggered an analysis for the School Comparison sub-indicator, which includes three criteria (Sending District Comparison, EL Progress, Growth). The school did not meet expectations on one of the criteria, resulting in an overall school comparison rating of Approaches:<br>• The school exceeded expectations in the Sending District Comparison. The school outperformed a weighted average of its sending district proficiency rates by more than 15 percentage points in both ELA and Math.<br>• The school did not meet expectations for EL Progress. The school earned 1 ELP point (out of 4), its ELP Index score was 62 (out of 110), with 38% of ELs meeting the progress target.<br>• The school approached expectations in growth, earning only 1 point for growth (out of 3) in ELA (growth index of 0.73 out of 2) and 2 points in Math (growth index of 0.98 out of 2). |

## Charter Overview:

| Current Charter Overview | | | |
|---|---|---|---|
| Charter Type | Independent | 2017-18 Grades Served | K-8 |
| School-Year Opened | 2004-05 | 2017-18 Enrollment | 573 |
| Current Charter Term | 2014/15 – 2018/19 | Authorized Enrollment | 585 (grades K-8) |
| Enrolling Communities | Central Falls, Pawtucket, Providence | Location(s) | Central Falls |

# The Learning Community Charter School
# Overview of Commissioner's Charter Renewal Recommendation
# Recommendation: 5-Year Renewal

| School Mission and Model | |
|---|---|
| School Mission: | "At the Learning Community, we believe literacy empowers each individual to have a voice, assume community responsibility and take social action. We grow teacher leaders, student leaders and community leaders." |
| School Model: | The school functions as one school environment, with multiple grade levels. The school is lead with a co-director model, and a school leadership team composed of Co-directors of Instruction, a Director of Middle School, an Instructional Coach and the Director of Data. As stated in its mission, the Learning Community focuses on literacy and integrates it throughout the students' learning experiences. Additionally, the charter focuses on sharing best practices for teaching and learning with surrounding districts and schools through its dissemination arm, the "Teaching Studio" and collaborating with local organizations. |

## 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.*

| The Learning Community | | | | | |
|---|---|---|---|---|---|
| Indicators | | SY14-15 | SY15-16 | SY16-17 | SY17-18 |
| Academic | (1A) School Performance | NR | M | M | A |
| | (1B) School Comparison | - | NR | NR | A |
| Sustainability | (1) Financial | - | M | M | M |
| | (2) Organizational | - | M | E | E |
| | (3) Compliance | - | M | M | M |
| **Renewal Process Tier** | | Tier 2. Standard 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 |

# The Learning Community 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.

The Learning Community Charter School initially received a "Tier 2" designation and was rated "meets expectations" for the Academic Indicator in the two most recent years of available data. The school was rated "meets or exceeds expectations" in all sustainability indicators in all other years of available data. The renewal site visit was conducted in late March through the "standard process." 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, the Teaching Studio Team, parents, and students representing grades Kindergarten through 8. 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 aligned to the framework and ensure the team has gathered information to help determine performance ratings for the Organizational and Compliance Indicators.

# The Learning Community Charter School
## Renewal Report| 2018

## CHARTER OVERVIEW

The Learning Community is an independent charter school, composed of grades kindergarten through 8 organized as a single school. The school is lead with a co-director model, and a school leadership team composed of Co-directors of Instruction, a Director of Middle School, an Instructional Coach and the Director of Data. The Teaching Studio, established as the dissemination arm of the charter, functions as the professional development hub, which offers client-based, targeted, professional development. The charter opened in 2004 approved for grades K – 8, and expanded modestly in 2012 and 2016. In 2016, the charter was approved for an expansion to serve an additional 27 students. The Learning Community currently offers seats in grades K – 8, for up to 585 students.

The school is under one school code and functions as one school environment, with multiple grade levels. The Learning Community has become a community presence, having shared best practices for teaching and learning with surrounding districts and schools through its dissemination arm, the "Teaching Studio" and by collaborating with local organizations.

The mission of The Learning Community is *"At the Learning Community, we believe literacy empowers each individual to have a voice, assume community responsibility and take social action. We grow teacher leaders, student leaders and community leaders."*

### 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 | 568 | 562 | 563 | 573 |
| Free/Reduced Lunch Eligibility | 86% | 87% | 85% | 84% |
| Students Receiving Special Education Services | 14% | 15% | 16% | 16% |
| Students Receiving ESL Services | 39% | 29% | 27% | 32% |
| Multiracial | 2% | 1% | 1% | 1% |
| African-American | 12% | 12% | 12% | 14% |
| Latino/Hispanic | 81% | 82% | 81% | 79% |
| Native American | 1% | 1% | 1% | 1% |
| Asian | 0% | 0% | 0% | 0% |
| White/Caucasian | 5% | 4% | 4% | 5% |

# The Learning Community Charter School
## Renewal Report| 2018

## PERFORMANCE OVERVIEW

The Learning Community received a "Tier 3" final tier designation for the renewal process, since the school approached expectations on the school comparison sub-indicator in the most recent year. The Learning Community initially received a "Tier 2" designation having been rated "meets expectations" for the Academic Indicator in the two most recent years of available data. The school was rated "met or exceeded expectations" in all sustainability indicators in all other years of available data.

The Learning Community received a rating of 2-stars, or approaches expectations, for school performance due to low progress for its students that are English language learners. This triggered an analysis for the School Comparison sub-indicator, which includes three criteria (Sending District Comparison, EL Progress, Growth). The school did not meet expectations on one of the criteria, resulting in an overall school comparison rating of Approaches.

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 | M | M | A |
| | (1B) School Comparison | - | NR | NR | A |
| Sustainability | (1) Financial | - | M | M | M |
| | (2) Organizational | - | M | E | E |
| | (3) Compliance | - | M | M | M |
| **Renewal Process Tier Designation** | | Tier 2. Standard Renewal Process | | | |
| **Updated Tier Designation** | | Tier 3 | | | |

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

# The Learning Community Charter School
## Renewal Report| 2018

## PRIMARY INDICATOR: ACADEMIC PERFORMANCE

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

**Summary**: Academic data is available for the 2015-16, 2016-17 and 2017-18 school years. With the transition to PARCC, the statewide accountability results for the 2014-15 school year were baseline and are not rated in the charter performance system.

For the 2015-16 and 2016-17 school years, The Learning Community received a CIS score of 71 and 78 (respectively), commensurate with a "leading" level per RIDE's school classification system under ESEA waiver.

In the 2017-18 school year, the school received a two-star rating due to low progress for students who are English language learners. This triggered the completion of the School Comparison sub-indicator which found the school approached expectations overall, because it did meet expectations for English language learner progress (see School Comparison below).

Through a review of documents, the charter's renewal application, and on-site interviews, there is evidence that the school utilizes internal academic data as well as results on the state assessment to evaluate its student achievement. The school conducts a quarterly analysis of academic data that includes a deep dive into achievement growth by grade level, teacher, and subgroups (English Language Learners, Students with Individualized Education Plans, Race, Ethnicity and Gender). The data meeting structure for data analysis was created with the intent to reduce bias and focus on the data, instead of individual interpretations. The school has a specific focus on closing academic gaps and creates strategies to address gaps as they arise.

| 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 "Does Not Meets" rating on criteria 1.B.2. The school received an "Exceeds" in criteria 1.B.1 and an "Approaches" rating in criteria 1.B.3.

<table>
<tr><td>1.B.1 Proficiency Compared to Enrolling Districts</td><td>The school “Exceeded Expectations” because school outperformed a weighted average of its sending district proficiency rates, including error, by more than 15 percentage points in both ELA and Math.
<table>
<tr><th>Subject</th><th>TLC Proficiency</th><th>± Margin of Error</th><th>- Margin of Error</th><th>Comparison Weighted Average of Enrolling Districts</th></tr>
<tr><td>ELA</td><td>39.08%</td><td>4.02%</td><td>35.1%</td><td>14.8%</td></tr>
<tr><td>Math</td><td>33.06%</td><td>3.87%</td><td>29.2%</td><td>11.4%</td></tr>
</table></td></tr>
<tr><td>1.B.2 English Language Proficiency</td><td>The school “Does Not Meet Expectations” in 2017-18 because it earned one ELP point as measured by the statewide accountability system. The school’s ELP Index score was 62.</td></tr>
<tr><td>1.B.3 Growth</td><td>The school “Approached Expectations” in 2017-18 because it earned one point for growth in ELA, with a growth index of 0.73 and two points in Math, with a growth index of 0.98.</td></tr>
</table>

## 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, the 2014-15 school year is not rated.

The Learning Community’s board of directors provides oversight on financial matters through the finance committee. The Board President is a member of said committee, which oversees investments, purchases, capital expenses and the school budget. The school also employees a finance director, who has the dual responsibility of financial management and matters related to human resources.

| | |
|---|---|
| *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* | The charter met expectations in each applicable year. |

## SUSTAINABILITY INDICATOR 2

| Organizational Performance | | | |
|---|---|---|---|
| **SY14-15** | **SY15-16** | **SY16-17** | **SY17-18** |
| **Not Rated** | **Meets Expectations** | **Exceeds Expectations** | **Exceeds Expectations** |
| **Summary**: All annual ratings and each criteria of this indicator have been rated "Meets or Exceeds Expectations," in 2015-16, 2016-17 and 2017-18. In 2017-18 criteria 2.2, School Environment and 2.4, Dissemination were rated as "Exceeds." 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.<br>The school's attendance rate was part of the performance system for the first time in 2016-17 and the charter's attendance rate was 95.03%, greater than the state elementary/middle average of 93.81%. The school's attendance rate was 94.95% in 2017-18, greater than the state elementary/middle school average of 94.33%. Student retention also meets 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.<br>Families are engaged in the school environment in various ways, one of which is through membership on the board of directors. Through the renewal interview process, there was evidence of purposeful parent engagement. Parent Café's are one example, open to all members of the school community, offered as opportunities to learn more about the school curriculum. Students, parents and administrators expressed that parents communicate regularly though phone calls, in-person meetings, conferences and Open Houses, with a translator present at each event. Families noted that they collaborate with teachers and share mutual responsibility for students. |
| *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 in 2016-17 and 2017-18.<br>The board of directors analyze the school's attrition data through the director's monthly report. The board expressed that the school had 1% mobility rate during the 2016-17 school year. The school implements a tracking system for attrition numbers and rationales.<br>Interviews with various school stakeholders confirmed recruitment efforts around the community are primarily through the school directors and word of mouth. In addition, the Americorps teams recruit through door-to-door visits in each sending community. The Learning Community also implements a 60-20-20 enrollment target with 60% students being residents from Central Falls, 20% residents from Providence and 20% Pawtucket residents. The purpose of the enrollment target is to both maintain the current student population and to serve students who identify as educationally disadvantaged or at risk. |
| *2.4 Dissemination* | The 2016-17 school year is the first year this criterion was evaluated. The charter met expectations in 2016-17 and exceeded expectations in 2017-18. The Learning Community implements a multi-faceted approach to dissemination through The Teaching Studio. The Teaching Studio provides professional development for schools and districts. Districts that have participated in the professional development include Central Falls, Woonsocket, Smithfield and the Westerly School Department. The professional development sessions are client based and targeted to the school or school department's needs. The Teaching Studio also facilitates the annual Educators' Institute, which includes over 20-targeted workshops led by practicing teachers and practical tools for Educators serving students in grades Kindergarten – 8. The Teaching Studio has been authorized to facilitate the English Language Learner certification process for interested parties, and is currently seeking approval to begin a graduate school pathway for its staff and others. |
| *2.5 Board and Leadership Quality* | The charter met expectations in 2015-16, 2016-17 and 2017-18. |

| | |
|---|---|
| | The board consists of 13 voting members; the school's co-directors serve as ex officio board members. Through document review, there is evidence that 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. The board receives bi-monthly updates from the school directors that include: budget to actual reports, parent engagement activities and updates, student achievement results and Teaching Studio updates.<br><br>School decision-making is under the purview of the co-directors, with the board acting as the shepherds of the school's financial management. There is evidence, based on the document review and interviews, that the board and school leader implement clear and well-understood systems for decision-making and communication processes. For example, the co-directors oversee the hiring process and the board approves/denies hires depending on which action that is financially prudent for the school.<br><br>The Board conducts formal evaluations for co-director evaluations on a cyclical basis. The most recent formal evaluation conducted through a third party, was completed in 2014. The co-directors largely set their own goals in a bottom up management structure. Goals are formed as a result of annual "listening sessions." Whole-school staff participate in the "listening sessions" in which staff provides feedback directly to the co-directors. The co-directors synthesize and present the results of the annual listening sessions to the board as individual goals. The co-directors evaluate building-level administrators using the Rhode Island Department of Education evaluation model. There is evidence that the board holds school leaders accountable through document submission and site visit interviews. |

## SUSTAINABILITY INDICATOR 3

| Compliance | | | |
|---|---|---|---|
| **SY14-15** | **SY15-16** | **SY16-17** | **SY17-18** |
| **Not Rated** | **Meets Expectations** | **Meets Expectations** | **Meets Expectations** |
| **Summary**: Due to the transition of the charter performance review system, the 2014-15 school year is not rated. In 2015-16, 2016-17 and 2017-18 the charter met expectations in all related criteria. | | | |

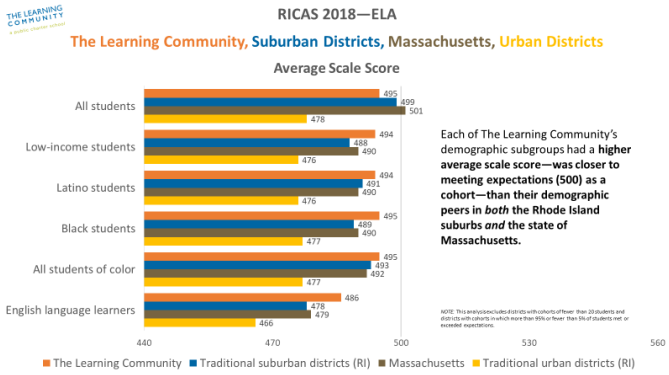
| | |
|---|---|
| *Student Rights (3.1 - 3.5)* | Over the course of the term, the charter met expectations for each of the criteria associated with student rights, according to the various RIDE offices responsible for monitoring civil rights, special education, English learners, and Title 1. The charter 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. The Business Manager role also includes responsibilities related to human resources. |
| *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. The student handbook includes a code of conduct, bullying, student discipline and safety procedures. |
| *Educational Program (3.13-3.16)* | The charter met expectations in 2015-16, 2016-17 and 2017-18.<br>There was evidence that the school implemented curricula in all grades and all core content areas aligned to statewide standards.<br>The school has submitted all required information via statewide data reporting tools including but not limited to TCS, enrollment and attendance.<br>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 were updated in 2015 and include a conflict of interest policy. 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 process is addressed in the respective student and employee handbooks. |
| *Financial Management (3.20 - 3.28)* | The charter met expectations in each of the criteria associated with financial management. The charter complied with all required financial reporting. The charter school employs a business director and accountant. The financial committee works in conjunction with the business director to determine budget revisions for board approval. The co-directors, along with the financial director are responsible for regular updates to the board of directors on the fiscal health of the organization and bringing issues or recommendations forward. |

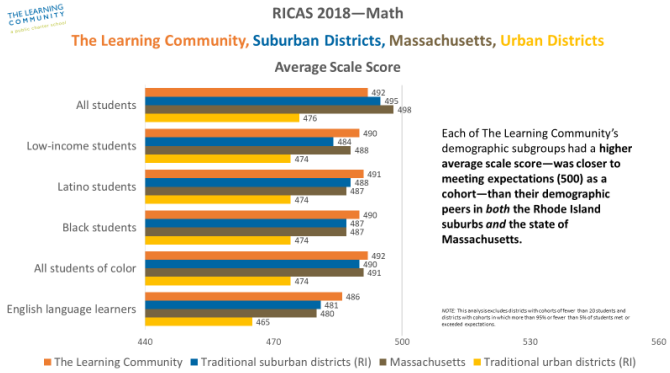
THE LEARNING COMMUNITY
a public charter school

# Response to RIDE Renewal Report

Thank you for this opportunity to provide a written response to RIDE's Renewal Report. The Learning Community is proud to have met or exceeded expectations in all assessed indicators on the Charter School Annual Performance Report for both 2015–16 and 2016–17, and to have met or exceeded expectations in 20 of the 22 assessed indicators for 2017–18. We are particularly proud of four recent accomplishments that are a testament to our community:

- On the 2018 RICAS test, in both ELA and math, **The Learning Community's low-income students, Black students, Latino students, students of color, and English language learners earned higher average scale scores than their demographic peers in *suburban Rhode Island districts* and in *Massachusetts overall.*** In fact, in a ranking of all RICAS-tested Rhode Island districts, each of these Learning Community subgroups is at or above the 71st percentile in ELA and math when compared to their demographic peers (data available at https://bit.ly/2RAfJst).




- On the SurveyWorks family survey—which incorporates Panorama Education's comparative data set of more than 430 districts and 5,900 schools, across diverse geographic areas, school types, and achievement levels—**The Learning Community is near the 99th percentile for minimizing barriers to family engagement; perceptions of the overall social and learning environment; and perceptions of children's effort, motivation, and response to feedback** (data available at https://bit.ly/2VEEyCA).

| How big of a problem is the following issue for becoming involved with your child's school? | | |
|---|---|---|
| **The school is not welcoming to parents** | | |
| | **LC** | **RI** |
| Not a problem at all | 98 | 77 |
| Small problem | 1 | 12 |
| **Total Favorable** | **98** | **89** |
| **The school does not communicate well with people from your culture** | | |
| | **LC** | **RI** |
| Not a problem at all | 97 | 91 |
| Small problem | 2 | 5 |
| **Total Favorable** | **99** | **96** |
| **Your child does not want you to contact the school** | | |
| | **LC** | **RI** |
| Not a problem at all | 96 | 84 |
| Small problem | 2 | 9 |
| **Total Favorable** | **98** | **93** |
| | | |
| **School staff seem too busy** | | |
| | **LC** | **RI** |
| Not a problem at all | 81 | 60 |
| Small problem | 12 | 21 |
| **Total Favorable** | **94** | **81** |
| **You feel unsure about how to communicate with the school** | | |
| | **LC** | **RI** |
| Not a problem at all | 91 | 72 |
| Small problem | 4 | 14 |
| **Total Favorable** | **95** | **86** |

- The Learning Community embodies the legislative purpose of charter schools, as established in RIGL Section 16-77-3.1(b), "to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education…vehicles for research and development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, student performance and fiscal accountability." Through the Teaching Studio—The Learning Community's professional development team serving other Rhode Island public schools—we've impacted more than 8,000 Rhode Island students.
- The Learning Community has consistently demonstrated exemplary fiscal and organizational management. We have exceeded expectations in organizational performance, which includes school environment, equity and access, dissemination, and Board leadership, a testament to our 15-year track record of excellence as an organization.

We are gratified by these accomplishments, but we are also are engaged in a continuous improvement process on behalf of all our students, as any school and any learning community should be. We seek to build on our Year 1 RICAS performance in Year 2, and we anticipate improvement based on our Year 2 experience with NECAP and PARCC. We are engaged in an intensive analysis of our students' performance on released items in relation to the Common Core standards, so that we can shore up any areas of curricular weakness. We continue to revise and improve our curriculum and instructional practices to ensure students are mastering the Common Core standards while also learning the skills of test-takers so they will be confident and successful when taking RICAS, and in life beyond their time with us.

Although our English language learners (ELLs) are excelling academically in relation to their peers in the Rhode Island suburbs and Massachusetts—**in fact, among all Rhode Island districts, our ELLs had the 3rd-highest average scale score in both math and ELA**—the following will improve our capacity to bring our ELLs to English language proficiency and ensure we meet expectations in the areas we did not in 2018, **according to the RIDE Star Ratings system:**

1. A significant factor in our score is the fact that our ELLs took the ACCESS test on paper in 2017 and on computer in 2018. (In 2017, schools were given the choice to take the ACCESS test on computer; in 2018, all schools were required to take the test on computer. Had we understood at the time that the 2018 ACCESS test would be high-stakes, we would have opted for the computer in 2017.) As one example of the impact of the change, the speaking assessment in 2017 was conducted by a person familiar to our ELLs, whereas the 2018 speaking assessment was conducted via computer recorded voice. The 2019 ACCESS administration will be the second time our ELLs have taken ACCESS on a computer. Now familiar with the technology, we expect that students' year-over-year score will more precisely reflect their language growth rather than also reflecting the challenges of the transition from paper to computer.
2. We are reinstating systematic English language development instruction in 4th grade and analyzing and revising our English language development instruction in grades K–3 to ensure teachers have the time and resources to teach the full curriculum so students make continuous growth.
3. Throughout grades K–8, we are examining the degree to which language objectives are integrated into the rest of the instructional day. Our Academic Strategic Planning Committee has identified instructional practices to support ELLs as a major priority for school-wide professional development for the coming years.
4. We are systematically maximizing our reading support services to most effectively serve our ELLs who receive reading support. Our reading team and ELL director are crossed-trained in each other's disciplines and have collaboratively developed thematic units of study that provide context for the academic vocabulary building necessary to overcome typical 4th and 5thgrade reading plateaus for ELLs, while also effectively supporting their growth as struggling readers.

**We are also committed to taking the following steps to put our students in the best position to exhibit more growth on the RICAS ELA (these are incorporated in our most recent 5-year academic strategic plan):**

1. We are analyzing our balanced literacy approach to ensure that our phonics instruction dosage and pacing is aligned in the early grades.
2. Our grade-level teacher teams are working with students to develop writing rubrics, so that our students can analyze their own writing and articulate what they need to keep working on.
3. We are working with teachers to analyze our initial alignment to the Common Core, identify any gaps that may have occurred through the alignment process, and ensure alignment has evolved with our deeper understanding of the standards.

These are just a few highlights of our team's systematic, analytical, and professional approach to continuously learning and improving, so that we may better serve our students and those in other Rhode Island schools.

# Charter School Annual Performance Report
## The Learning Community Charter School 2015-16

### Primary Indicator: Academic Performance - School Performance

| Indicator / Criteria | School's Rating | Rubric Rating Description | School Rating Detail |
|---|---|---|---|
| **Annual Rating** | **Meets Expectations** | A.1 is rated as "Meets" or "Exceeds." AND A.2 is rated as "Meets" or "Does Not Meet." | The school's composite index score was 71 and RIDE did not hold schools accountable to school specific goals in 2015-16. |

### 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." |
| *1.1 Current Ratio* | **Meets Expectations** | Current ratio is equal to or greater than 1. | Current ratio was 6.40 |
| *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 cash on hand was 102.81 days. |

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| | | 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 0.34. |
| *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. | Aggregated three-year total margin was 0.064 and the most recent year's total margin was 0.03. |
| *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 Environment* | **Meets Expectations** | The school's attendance rate equal to or greater than the | **Family engagement**: The school provided assurances of family engagement in the School-Prepared Annual Report. |

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| | | 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. | *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.<br>*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* | **Meets** | The board and school leader | **Board & School Leader Continuous Improvement**: The school |

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|---|---|---|---|
| *Leadership Quality* | **Expectations** | 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. | provided assurances of continuous improvement activities in the School-Prepared Annual Report.<br>**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.<br>**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." | All criteria of this indicator have been rated "Meets Expectations." |

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| *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.<br>**IDEA:** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.<br>**Title III (English Language Learners):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.<br>**Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.<br>**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.<br>**HR Procedures:** The school provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.<br>**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.*<br>**School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report.<br>**Food Service:** *Food Service will not be a factor of this indicator until the 16-17 school year.*<br>**Behavior & Safety Policies:** The school provided evidence of behavior and safety policies in the Annual School Health Report. |

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| *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.<br>**Curriculum Standards:** The school provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.<br>**Data Reporting:** No outstanding issues were identified in educational program related reporting.<br>**School Day/Length Policy:** The 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 school provided assurances of these policies in their School-Prepared Annual Report.<br>**Board Bylaws:** The school provided assurances of these policies in their School-Prepared Annual Report.<br>**Conflict of Interest/Complaint Management:** The school provided assurances of these policies in their School-Prepared Annual Report. |
| *Financial Management (3.20 - 3.29)* | **Meets Expectations** | No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator. | **Annual Budget Submission/ Revisions:** School complied with budget submissions.<br>**Quarterly Financial Reporting:** School complied with Quarterly financial reports.<br>**UCOA Reporting :** School complied with required UCOA reports and AUP Audit.<br>**Annual Financial Audit:** The school's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.<br>**Single Audit:** N/A |

# Charter School Annual Performance Report
## The Learning Community | 2016-17

## Primary Indicator: Academic Performance - School Performance

| Indicator / Criteria | School's Rating | Rubric Rating Description | School Rating Detail |
|---|---|---|---|
| **Annual Rating** | **Meets Expectations** | | The School's composite index score was 78 and 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 5.29. |
| *1.2 Unrestricted Days of Cash* | **Meets Expectations** | School has 60 days or more of unrestricted cash on hand.<br>OR School has between 30 and 60 days of cash and one-year | Unrestricted days of cash on hand was 130.80. |

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| | | 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 0.36. |
| *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 0.01. The three year aggregate margin was 0.017. |
| *1.5 Debt Service Coverage Ratio* | **Meets Expectations** | School's debt service coverage ratio is greater than or equal to 1.1 | The debt service coverage ratio was 2.90. |

## Sustainability Indicator 2: Organizational Performance

| Indicator / Criteria | School's Rating | Rubric Rating Description | School Rating Detail |
|---|---|---|---|
| **Annual Rating** | **Exceeds Expectations** | For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all others are rated "Exceeds." AND 2.3 is rated as "Meets." | Criteria 2.3 and 2.5 have been rated "Meets Expectations." Criteria 2.2 and 2.4 have been rated "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 | **Student Attendance:** The school's attendance rate was 95.02%, greater than the state middle and elementary school average of 94.33% |

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| | | state's average attendance rate as published by RIDE. AND<br>There is evidence that the school regularly engages parents and families. AND<br>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. | **Family engagement**: The charter provided assurances of family engagement in the School-Prepared Annual Report.<br>**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.<br>**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<br>There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND<br>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.<br>**Recruitment & Lottery:** No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle.<br>**Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2017 lottery shows applicants from Providence, Pawtucket and Central Falls |

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| *2.4 Dissemination* | **Exceeds Expectations** | There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices | **Sharing and Partnership:** There is evidence from document review that the school shares resources and best practice in a variety of ways including: professional development workshops, coaching, curriculum sharing, and an ESL certification program. |
| *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.<br>**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.<br>**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 |
|---|---|---|---|
| **Annual Rating** | **Meets Expectations** | All criteria associated with Federal law and regulation are | All criteria of this indicator have been rated "Meets Expectations." |

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|---|---|---|---|
| | | rated as “Meets.” AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet." | |
| *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.<br>**IDEA:** No outstanding issues were identified. Per agency practice, a formal review was not conducted.<br>**English Language Learners:** No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.<br>**Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.<br>**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.<br>**HR Procedures:** The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report.<br>**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 | **Facility Documentation & Assurances:** The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report. |

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| | | the Compliance Performance indicator. | **School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report.<br>**Food Service:** No outstanding issues were identified in a review of the National School Lunch Program and the RI Nutritional Requirements.<br>**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.<br>**Curriculum Standards:** The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report.<br>**Data Reporting:** No outstanding issues were identified in educational program related reporting.<br>**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.<br>**Board Bylaws:** The charter provided assurances of these policies in their School-Prepared Annual Report.<br>**Conflict of Interest/Complaint Management:** The charter provided assurances of these policies in their School-Prepared Annual Report. |

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|---|---|---|---|
| *Financial Management (3.20 - 3.29)* | **Meets Expectations** | No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator. | **Annual Budget Submission/ Revisions:** The charter complied with budget submissions.<br>**Quarterly Financial Reporting:** The charter complied with Quarterly financial reports.<br>**UCOA Reporting:** The charter complied with required UCOA reports and AUP Audit.<br>**Annual Financial Audit:** The charter's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.<br>**Single Audit:** N/A |

# Charter School Annual Performance Report
## The Learning Community | 2017-18

## 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's star rating was 2-stars and 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 "Exceeds Expectations on criterion 1.B.1, "Does Not Meet Expectations" on criteria 1.B.2 and "Approaches Expectations" on criterion 1.B.3. |
| *1.B.1 Proficiency Compared to Enrolling Districts* | **Exceeds Expectations** | The charter school proficiency rate, minus the error value is at 15 percentage points or more than the weighted average proficiency rate of enrolling districts in both Math and ELA. | The school outperformed a weighted average of its sending district proficiency rates, including the error value, by more than 15 percentage points in both ELA and Math.<br>Charter School ELA proficiency: 39.08% - error 4.02% = 35.1%<br>Weighted Average Proficiency of Enrolling Districts: 14.8%<br><br>Charter School Math proficiency: 33.06% - error 3.87% = 29.2%<br>Weighted Average Proficiency of Enrolling Districts: 11.4% |

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|---|---|---|---|
| *1.B.2 English Language Proficiency* | **Does Not Meet Expectations** | The school earned 1 ELP Progress point as measured by school index score published in the statewide school accountability system. | The school earned one ELP point as measured by the statewide accountability system. The school's ELP index score was 62. |
| *1.B.3 Growth* | **Approaches Expectations** | The school earned 1 point for growth in either ELA or Math as published in the statewide school accountability system. | The school earned one point for growth in ELA, with a growth index of 0.73 and two points for growth in math, with a growth index of 0.98. |

## 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 was 4.71. |
| *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 60 days of cash and one-year trend is positive. | Unrestricted days of cash on hand was 114.05. |
| *1.3 Debt to Asset Ratio* | **Meets Expectations** | School's debt to asset ratio is less than 0.90 | Debt to asset ratio was 0.31. |

| | | | |
|---|---|---|---|
| *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 0.11. The three-year aggregate margin was 0.052. |
| *1.5 Debt Service Coverage Ratio* | **Meets Expectations** | School's debt service coverage ratio is greater than or equal to 1.1 | The debt service coverage ratio was 8.0. |

## Sustainability Indicator 2: Organizational Performance

| Indicator / Criteria | School's Rating | Rubric Rating Description | School Rating Detail |
|---|---|---|---|
| **Annual Rating** | **Exceeds Expectations** | For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all others are rated "Exceeds." AND 2.3 is rated as "Meets." | Criteria 2.3 and 2.5 have been rated "Meets Expectations."<br>Criteria 2.2 and 2.4 have been rated "Exceeds 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<br>There is evidence that the school regularly engages parents and families AND<br>At least 80% of students in non-break grades* return to | **Student Attendance:** The school's attendance rate was 94.95%, greater than the state elementary/middle school average of 94.33%.<br>**Family engagement**: There is evidence from document review and the renewal site visit that the school engages parents and families.<br>**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. |

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|---|---|---|---|
| | | school the next year AND<br>The school's waitlist comprises at least 50% of available seats for the current school 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<br>There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND<br>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 evidence of attrition data analysis on-site during the renewal site visit.<br>**Recruitment & Lottery:** No outstanding issues were identified. The school provided lottery data; lottery monitoring was conducted for this review cycle.<br>**Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2018 lottery shows applicants from Providence, Pawtucket and Central Falls. |
| *2.4 Dissemination* | **Exceeds Expectations** | There is evidence that the school shares curricular and instructional resources and best practices with multiple partners or through multiple modalities. | **Sharing Quality Best Practice:** There is evidence from document review that the school shares resources and best practice in a variety of ways including: professional development workshops, coaching, curriculum sharing, and an ESL certification program. |
| *2.5 Board and Leadership Quality* | **Meets Expectations** | The board and school leader engage in strategic and continuous improvement | **Board & School Leader Continuous Improvement**: The charter provided evidence of continuous improvement activities on-site during the renewal site visit. |

| | | | |
|---|---|---|---|
| | | 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 Have Systems for Decision-making/ Communication:** The charter provided evidence of decision-making and communication systems on-site during the renewal site visit.<br>**Board Holds School Leader Accountable**: The charter provided evidence of holding the co-directors accountable on-site during the renewal site visit. |

## 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." |
| *Student Rights (3.1 - 3.5)* | **Meets Expectations** | No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance | **3.1: Office for Civil Rights:** No outstanding issues were identified. Per agency practice, a formal review was not conducted.<br>**3.2: IDEA:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. |

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|---|---|---|---|
| | | indicator. | **3.3: English Language Learners:** No outstanding issues were identified as reviewed online by the Office of Student, Community and Academic Support.<br>**3.4: Title I (High Enrollment Low-Income):** No outstanding issues were identified. Per agency review cycle, a formal review was not conducted.<br>**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.<br>**3.7: HR Procedures:** The charter provided evidence of documented employee rights in the employee handbook documents in their renewal document submissions.<br>**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 assurances of facilities inspections and documentation in their renewal document submissions.<br>**3.10: School Health Services:** No outstanding issues were identified in a review of the Annual School Health Report.<br>**3.11: Food Service:** No outstanding issues were identified in a review of the National School Lunch Program and the RI Nutritional Requirements.<br>**3.12: Behavior & Safety Policies:** The charter provided evidence of behavior and safety policies in their renewal document submissions. |
| *Educational Program* | **Meets** | No unresolved material | **3.13: Educational Program:** The charter provided evidence of |

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|---|---|---|---|
| *(3.13-3.16)* | **Expectations** | violations of law, regulation, rule or requirement as described in the Compliance Performance indicator. | compliance with state, regulation and charter related educational program requirements in their renewal document submissions.<br>**3.14: Curriculum Standards:** The charter provided evidence that curriculum is aligned to state adopted standards in their renewal document submissions.<br>**3.15: Data Reporting:** No outstanding issues were identified in educational program related reporting.<br>**3.16: 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. | **3.17: Open Meetings and Ethics Policy:** The charter provided evidence of these policies in their renewal document submissions.<br>**3.18: Board Bylaws:** The charter provided evidence of these policies in their renewal document submissions.<br>**3.19: Conflict of Interest/Complaint Management:** The charter provided evidence of these policies in their renewal document submissions. |
| *Financial Management (3.20 - 3.28)* | **Meets Expectations** | No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator. | **3.20: Annual Budget Submission/ Revisions:** The charter complied with budget submissions.<br>**3.21: Quarterly Financial Reporting:** The charter complied with Quarterly financial reports.<br>**3.22-3.23: UCOA Reporting:** The charter complied with required UCOA reports and AUP Audit.<br>**3.24-3.27: Annual Financial Audit:** The charter's audit was unqualified/unmodified and did not identify any significant deficiencies or weaknesses.<br>**3.28: Single Audit:** N/A |