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

Angélica Infante-Green
Commissioner

Enclosure 5d1
December 3, 2019

December 17, 2019

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner

RE: **Academy for Career Exploration – Charter Renewal**

RECOMMENDATION:

THAT, the Council on Elementary and Secondary Education move to renew the charter of the Academy for Career Exploration for 1 year, with conditions, for the term beginning with school year 2020-21 expiring at the end of school year 2020-21.

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.

DRAFT

Academy for Career Exploration
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 1-Year Renewal, with Conditions

Charter Overview:

Current Charter Overview			
Charter Type	District Charter	2018-19 Grades Served	9-12
School-Year Opened	1997-98	2018-19 Enrollment	209
Current Charter Term	2015/16 – 2019/20	Authorized Enrollment	225
Enrolling Communities	Providence	Location(s)	Providence

School Mission and Model	
School Mission:	The mission of the Academy for Career Exploration (ACE) is "to inspire students to achieve their greatest potential by providing a supportive, customized learning experience that is the foundation for lifelong learning."
School Model:	The Academy for Career Exploration ACE is a district charter school, serving students in Providence. The charter opened in 1997, serving grades 9-12, with a total potential enrollment of 225. Throughout its existence, the school has adapted its areas of focus. During the course of this term, the school shifted from CTE programs in Hospitality and Marketing to three (3) information technology programs as of 2016-17 (Computer Networking and Cyber Security, Computer Programming and Web Development and Data Science). The school currently positions itself on its website as "the school for Providence students interested in technology and earning college credits."

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 Academy for Career Exploration for one year, with conditions.**
Charter Term:	Current term expires June 30, 2020. New 1-year term is for school year 2020-21
Recommended Conditions:	The time-bound conditions address the charter's specific issues and deficiencies found throughout the renewal process. In addition to meeting the expectations of each renewal condition, the charter may be required to present its progress in meeting the conditions to the Council. The Commissioner, with the advice and consent of the Council, reserves the authority to take action, as outlined in the charter school regulations section 2.5 (200-RICR-20-05-2.2.5), should the charter not meet the expectations of the required renewal conditions. 1. By June 1, 2020, the charter school must address through evidence submission and ongoing progress updates, all deficiencies and violations captured in this memo and renewal report, including, but not limited to:

<table>
<tr><td></td><td>
a. Details for serving and supporting Multi-Lingual Learners including, but not limited to: screening and evaluation, certified instructors, appropriate class schedules and interventions, and teacher training.
b. Details on how all students can access and earn CTE industry-recognized credentials and/or college credits prior to graduation.
c. Ensuring students are receiving coherent and individualized guidance supports in adherence with the secondary school regulations, 200-RICR-20-10-2.
d. Ensuring all students are receiving, at a minimum, core academic coursework taught by certified instructors.
e. Adoption of a standards-aligned, high quality, curriculum for all grades and core subject areas including a system and process to coordinate, provide training, plan and adjust the curriculum based on students' needs.
2. The charter will undergo an evaluation of student outcomes and programmatic changes during a renewal site visit in the fall/winter of 2020.
</td></tr>
<tr><td>Recommendation Key Points:</td><td>
Academic Performance Summary
The charter's academic performance has been trending downward, with the outcomes of the most recent two years of available data resulting in a Does Not Meet rating on the charter School Performance indictor and a Does Not Meet rating on School Comparison in 2019. In 2018, the school received a School Performance indicator rating of Approaches and a School Comparison indicator rating of Does Not Meet.
• <u>SAT Proficiency Data:</u> In 2019, 23% of students where proficient in ELA and 0% of students were proficient in Math.
• <u>ELA Growth:</u> In 2019, 45% of ACE students showed low growth on state assessments, 32% typical growth, and 22% high growth. In 2018, 63% of ACE students showed low growth on state assessments, 35% typical growth, and 3% high growth.
• <u>Math Growth:</u> In 2019, 45% of ACE students showed low growth, 28% showed typical growth and 28% showed high growth. In 2018, 38% of ACE students showed low growth, 31% showed typical growth and 31% showed high growth.
• <u>Weighted Average Comparison</u>**:** In 2019, the school performed lower than Providence in Math, and in ELA the school results were not reliably different than Providence. In 2018, the school performed lower than Providence in Math and ELA.
• <u>English Language Proficiency</u>: In 2019, the school did not meet expectations, earning 1 ELP point, (out of 4). Its ELP index score was 36 (out of 110), with 8.8% of Multi-Lingual Learners meeting their English language progress target. In 2018, the school did not have enough students to measure ELP.

Statewide Accountability Results Summary
<table>
<tr><th>Year</th><th>Rating</th><th>Achievement</th><th>Growth</th><th>ELP</th></tr>
<tr><td>2018-19</td><td>1-Star</td><td>ELA 1 of 4 pts.
Index 30 of 100
Math 1 of 4 pts.
Index 13 of 100</td><td>ELA 1 of 3 pts.
Index 0.77 of 2
Math 1 of 3 pts.
Index 0.83 of 2</td><td>1 out of 4 pts.
Index 36 of 110</td></tr>
<tr><td>2017-18</td><td>2- Stars</td><td>ELA 1 of 4 pts.
Index 28 of 100</td><td>ELA 1 of 3 pts.
Index 0.40 of 2</td><td>Not enough students</td></tr>
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</td></tr>
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		Math 1 of 4 pts. Index 15 of 100	Math 2 of 3 pts. Index 0.92 of 2	
2016-17	CIS: 56 (Typical)	ELA 16 of 20 pts Math 8 of 20 pts	N/A	N/A
2015-16	CIS: 61 (Typical)	ELA 16 of 20 pts Math 8 of 20 pts	N/A	N/A

Assessment Results Over the Current Term**

Group	2015-16 (PARCC)		2016-17 (PARCC)		2017-18 (SAT)		2018-19 (SAT)	
	ELA	**Math**	**ELA**	**Math**	**ELA**	**Math**	**ELA**	**Math**
All	28.2%	2.0%	16.7%	3.8%	18.0%	8.0%	23.3%	0%
Econ. Disadvantaged	27.6%	2.2%	18.9%	4.8%	20.0%	10.0%	30.0%	0%
Multi-Language Learners	*	0.0%	*	0.0%	*	*	*	*
Differently-Abled Students	8.3%	0.0%	*	*	*	*	*	*
Multiracial	*	-	*	*	-	-	*	*
Black/African-American	20.0%	6.3%	9.1%	0%	*	*	*	*
Latino/Hispanic	28.6%	1.2%	20.6%	5.3%	19.1%	7.1%	22.6%	0%
Native American	*	*	-	-	-	-	-	-
Asian	-	-	-	-	-	-	*	*
Pacific Islander	-	-	-	-	-	-	-	-
White/Caucasian	*	*	*	*	*	*	*	*

*Assessment proficiency rates are only reported if the N-size is above 10 students.
**Source: Proficiency rates are based on published assessment data each year.

CTE Pathways
In 2019, ACE earned 2 out of 3 points in the post-secondary measure within the Diploma Plus indicator in statewide school accountability. About 60% of the 2018 graduates earned a college credit. No student earned a CTE recognized credential.

- ACE has changed their approach to their CTE program over the last charter term. The school shifted from CTE programs in Hospitality and Marketing to three information technology programs as of 2016-17 (Computer Networking and Cyber Security, Computer Programming and Web Development and Data Science). The school has reached out to RIDE to explore changing these pathways.
    - ACE has also introduced a focus on full-time dual enrollment in a partnership with Roger Williams University, made possible by the state's Advanced Course Network. Students participating do not stay enrolled in their CTE programs in their senior year in pursuit of college credit.
    - ACE on many occasions has stated their students are not interested in IT, which they attribute to the blind charter lottery, and as such, are working to determine if alternative strategies for their educational programs might be more appropriate.

Organizational Performance

- The school approached expectations on organizational criterion 2.2, School environment due to lower average daily attendance in 2018-19, 87.7% vs. 90.9% for high schools. This measure is unique to the charter performance framework, as student chronic absenteeism is part of the school's star-rating. In 2018, 27.3% of students were chronically absent, and in 2019, 37.9% of students were chronically absent.
- The school approached expectations on organizational criterion 2.3, equity and access in 2018-19. There was no evidence from document review or the renewal site visit that the school analyzes student attrition data and was using attrition in decision-making.

Compliance

Multi-Lingual Learners

- The United States Department of Justice (DOJ) conducted a thorough review of Providence Public Schools' EL programs and services in early 2018. This review found several conditions of the district's EL programming that violate Section 1703(f) of the Equal Educational Opportunities Act. The Settlement Agreement with the DOJ outlines several matters that must be addressed across PPSD schools, including ACE. The charter has acknowledged the Settlement Agreement and has taken action steps both in collaboration with Providence Public Schools and at the school level to address the Settlement Agreement.
- The extent of implementing the corrective actions at the school-level remain unclear and lack clear evidence of implementation. The school has stated it is working with PPSD to: implement an accurate student screening; review WIDA scores of all current and incoming Multi-Lingual Learners to ACE to ensure appropriate class schedules; train teachers in conjunction with PPSD; support two classes dedicated for Multi-Lingual Learners; and adapt the schedule to allow for more intervention time for Multi-Lingual Learners. The school states it has one fully certified instructor for approximately 23 students, is paying tuition for two current teachers to take an accelerated ESL certification program, and has purchased a curriculum to support multi-lingual students.

Educational Program:

- During the site visit, students noted a lack of **guidance supports**, a lack of understanding of their graduation requirements, of how to choose courses and CTE pathways, and how to get support for applying to college.
- **Irregular core subject programming for students - science**: Due a vacant science position in 2018-19, many students did not receive consistent science instruction and voiced frustration with "losing a whole year of science." The site visit team observed teachers of other core subjects being assigned to teach science.
- **Curriculum alignment**: There was no evidence in all grades and in all core content areas that the charter has implemented curricula aligned to statewide standards. There is not a system or structure to coordinate, plan, or adjust to ensure standards are being delivered in the classroom.

Academy for Career Exploration
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 1-Year Renewal, with Conditions

Overview of Charter Performance Ratings:

	Indicators	SY15-16	SY16-17	SY17-18	SY18-19
Academic	(1A) School Performance	M	M	A	DNM
	(1B) School Comparison	NR	NR	DNM	DNM
Sustainability	(1) Financial	M	M	M	M
	(2) Organizational	M	M	M	A
	(3) Compliance	M	M	A	DNM
	Renewal Process Tier	Tier 4. In-Depth Renewal Process			
	Updated Tier Designation	Tier 4. (Academics, Organizational, and Compliance)			

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

The Academy for Career Exploration

Renewal Report| 2019

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 four years of the charter's term (2015-16, 2016-17, 2017-18 and 2018-19). 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 2018-19 school year.

The Academy for Career Exploration (ACE) initially received a "Tier 4" designation due to Academic results in School Comparison and followed the in-depth renewal process. The renewal site visit was conducted over a two-day period in early May 2019. To prepare for the site visit, the team, comprised of RIDE staff from the Division of Innovation, 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.

The Academy for Career Exploration
Renewal Report| 2019

CHARTER OVERVIEW

The Academy for Career Exploration (ACE) is a district charter school, serving students in Providence. The charter opened in 1997, serving grades 9-12, with a total potential enrollment of 225. Throughout its existence, the school has adapted its areas of focus. Early in the most recent term, the charter has implemented three distinct pathways centering on Cisco Networking and Cyber Security, Application Programming and Software Engineering, and Data Science.

The mission of the Academy for Career Exploration is *"to inspire students to achieve their greatest potential by providing a supportive, customized learning experience that is the foundation for lifelong learning."*

Enrollment Demographic Information

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

[Enrollment numbers will be updated based on October 1 enrollment]

	2015/16	2016/17	2017/18	2018/19
Total Enrollment	201	202	200	209
Free/Reduced Lunch Eligibility	81.6%	88.6%	85.5%	82.8%
Students Receiving Special Education Services	14.4%	11.4%	12.0%	15.3%
Students Receiving ESL Services	8.0%	9.9%	10.5%	11.5%
Multiracial	0.5%	1.0%	1.0%	1.0%
African-American	14.9%	15.3%	16.%%	17.2%
Latino/Hispanic	81.1%	80.7%	79.5%	76.6%
Native American	0.5%	0.5%	1.0%	0.5%
Asian	1.0%	0%	0.5%	1.0%
Pacific Islander	0%	0%	0%	0%
White/Caucasian	2%	2.5%	1.5%	3.8%

The Academy for Career Exploration

Renewal Report| 2019

PERFORMANCE OVERVIEW

ACE received a "Tier 4" final tier designation for the renewal process due to its overall ratings in Academic Performance. ACE initially received a "Tier 4" designation due to academic performance and followed the in-depth renewal process.

In 2015-16 and 2016-17, the charter met expectations for each overall indicator. In 2017-18 the school approached expectations in Compliance due to systems and structures related to providing EL services. The school approached expectations in School Performance because it received a 2-star rating on the statewide accountability system. As a result, RIDE conducted the School Comparison analysis, which found the school "Did Not Meet Expectations." In 2018-19, the school received an overall "Approaches Expectations" rating for organizational performance. The school also received an overall "Does Not Meet Expectations" rating for compliance due to systems and support for English Learner, education program and curriculum alignment. In 2018-19 the school received a "Does Not Meet Expectation" in both School Performance and School Comparison indicators. Additional information 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		SY15-16	SY16-17	SY17-18	SY18-19
Academic	(1A) School Performance	M	M	A	DNM
	(1B) School Comparison	NR	NR	DNM	DNM
Sustainability	(1) Financial	M	M	M	M
	(2) Organizational	M	M	M	A
	(3) Compliance	M	M	A	DNM
Renewal Process Tier		Tier 4. In-Depth Renewal Process			
Updated Tier Designation		Tier 4. (Academics, Organizational, and Compliance)			

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

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

School Performance			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Meets Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**

Summary: Academic data is available for the 2015-16, 2016-17, 2017-18 and 2018-19 school years.

For the 2015-16 and 2016-17 school years, the school received a CIS score of 61 and 56 (respectively), commensurate with a "typical" level per RIDE's school classification system under the ESEA waiver.

In the 2017-18 school year, the school earned two-stars on the statewide accountability system due to overall academic achievement. This triggered the completion of the School Comparison sub-indicator which found the school did not expectations overall, because the school did not reliably outperform its sending district in Math or ELA. In the school year 2018-19, the school earned one-star on statewide accountability, again triggering the school comparison indicator. The school did not outperform its sending district, earning them a "Does Not Meet" rating in the school comparison category.

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 college course earning rates to internally evaluate its academic achievement. The school utilizes the STAR assessment for interim evaluations of student performance in Math and ELA.

School Comparison			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Not Rated	**Not Rated**	**Does Not Meet Expectations**	**Does Not Meet 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 "Does Not Meet" expectations for the School Comparison sub-indicator due to receiving an "Does Not Meet" rating on criteria 1.B.1. Criterion 1.B.2 was not rated. And the school was rated "Approaches Expectations" on criterion 1.B.3.

In 2018-19, RIDE conducted a similar analysis of the School Comparison sub-indicator due to the school receiving a "Does Not Meet" expectations rating for School Performance. The school received a "Does Not Meet" expectations for School Comparison due to the school receiving a rating of "Does Not Meet

Expectations" on criterion 1.B.1, 1.B.2 and 1.B.3.

1.B.1 Proficiency Compared to Enrolling Districts

The school "Did Not Meet Expectations," in 2017-18 because the school's proficiency rate compared to its enrolling district, including accounting for margin of error, is not above a weighted average of its sending district in Math or ELA. Meaning, the school performed lower than its sending district in Math and ELA.

2017-18					
Subject	School's Proficiency	Margin of Error	Low Range - Margin of Error	High Range + Margin of Error	Weighted Average of Enrolling Districts
ELA	18%	5.42%	12.58%	23.4%	27.66%
Math	8%	3.83%	4.17%	11.8%	15.49%

In, 2018-19 the charter school's percent of students proficient, including error, was below the weighted average proficiency of enrolling districts in Math. The weighted average proficiency of enrolling districts in ELA is within the charter school's performance range.

2018-19					
Subject	School's % Proficient	Margin of Error	Low Range - Margin of Error	High Range + Margin of Error	Weighted Average of Enrolling Districts
ELA	23.26	5.96	17.30	29.22	25.51
Math	0.00	-	-	-	14.81

1.B.2 English Language Proficiency

In 2017-18, the school did not have enough EL students to make an accountability determination for this criterion

In 2018-19, the school did not meet expectations because the school earned one ELP point as measured by the statewide accountability system. The school's ELP index score was 36 out of 110 with only 8.8% of multi-lingual learners meeting their English language progress target.

1.B.3 Growth

The school "Approached Expectations," in 2017-18 because it earned one point for growth in ELA, with a growth index of 0.40 out of 2. The school earned two points for growth in Math, with a growth index of 0.92 out of 2.

In 2018-19, the school "Did Not Meet Expectations," earning one point for growth in ELA, with a growth index of 0.77 out of 2. It earned one point for growth in Math, with a growth index of 0.83 out of 2.

SUSTAINABILITY INDICATOR 1

Financial Performance			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Meets Expectations	**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 2018-19 are based on the charter's FY18 audit.

The board's finance committee is most involved in fiscal oversight of the charter. It meets monthly with the Head of School and reports to the larger board as needed. The finance committee works with the Head of School and a contracted accounting firm to set and revise the budget before going to the full board for approval. Additional information regarding financial management can be found in Compliance criteria 3.20-3.28.

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 debt service coverage ratio is not rated. The charter did not have principal and interest payment in each applicable year.

SUSTAINABILITY INDICATOR 2

Organizational Performance

SY15-16	SY16-17	SY17-18	SY18-19
Meets Expectations	**Meets Expectations**	**Meets Expectations**	**Approaches Expectations**

Summary: All annual ratings and each criteria of this indicator have been rated "Meets or Exceeds Expectations," with the exception of criterion 2.3.

2.1 Organizational School-Specific Goals	School-specific goals were not established over the course of this term.
2.2 School Environment	The charter approached or met expectations in this criterion in each applicable year. The charter's attendance rate in 2018-19 was 87.67%, lower than the state high school average of 90.91%. Student retention met expectations with over 80% of students choosing to return to the school each year. The school relies on its student information system platform to communicate with parents and families. Students and parents each noted that they are in regular communication with teachers and hear from their teachers for both positive and negative updates regarding academic and behavior progress. Administrators track phone calls home, especially in an effort to increase daily attendance. Recently, the board began a parent engagement committee in response to SurveyWorks data and struggle to maintain active parent board members. SurveyWorks data show 33% (the state average is 42%) of students responding favorably to questions related to school climate, and 62% (the state average is 71%) of families responding favorably to questions related to school climate.
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, except for 2018-19. In previous years, through the annual report, the school described its process for analyzing attrition data. The site visit team observed that while the school looks at attrition data in aggregate, noting a downward enrollment trend over the most recent school year, the board and school leaders do not have an understanding of why students are leaving, in order to inform relevant decisions. In Spring of 2019, the Director of Admissions provided a new report for the Board to illustrate where students are going when they withdraw. The Board noted they were surprised at the number of students who have left this year, and moving forward, they plan to conduct exit surveys in order to understand the reasons why students are choosing to leave. The charter's Director of Operations is responsible for recruitment, managing the application and lottery processes. Recruitment efforts include reaching out to all public and private middle schools in Providence, participating in charter and PPSD school fairs, mailings and other communication to families in English and Spanish, bi-

	lingual staff, and offering visits, open houses and tours. The school recently clarified their policy to ensure families are aware that transcripts and meeting with school leaders occurs only after the student has accepted. The school serves Providence students and ensures recruitment takes place across the district. The school has ran into barriers in promoting ACE's CTE programs as part of the Providence Public School District (PPSD). The school relies on PPSD's system for screening and identifying ELs as part of registration with the district, and therefore, expect, with changes to these processes by PPSD, serving higher percentages of English Learners.
2.4 Dissemination	The 2016-17 school year is the first year this criterion was evaluated. The charter met expectations each year. The school partners with the University of Rhode Island to develop a Computer Science 101 course in an online platform, and share those materials with schools participating in a CS101 community of practice and with other Providence high schools directly. Additionally, in collaboration with URI, a teacher has provided PD and training for other districts in Fundamentals of Cyber Security.
2.5 Board and Leadership Quality	The charter met expectations each year. The board currently has 14 voting members, including two teachers, and operates standing committees (Development, Executive, and Finance) as well as other committees (parent engagement, strategic planning and evaluation) that include board members and community members. Stakeholder interviews confirmed that committees are an important part of the decision making process. In addition to utilizing the committee structure, the Board is clear that the Head of School has full responsibility over staff and the operation of the school. While the Board does not get involved in the day-to-day decision making, stakeholder interviews confirmed that they stay informed through regular reports by the Head of School and other school leaders and for example, were involved in the hiring of the principle. Finances and oversight responsibility are part of the Board's clear duties to review and approve the budget, track ongoing progress against the budget, and maintain the fiscal health of the organization. The Board, School Leaders and teachers all noted the overarching goals for the most recent year focused on building school culture, improving English Learner supports and outcomes, and students earning college credits. The Board utilizes the Head of School evaluation process to monitor progress against academic and organizational goals. Each school administrator's goals include Student Learning Objectives based on STAR assessments. There is evidence that the board is engaged in planning and monitoring progress related to overarching goals. The board and school leaders' focus on 18-19 was on improving school culture, with a theory of action that improvement in academic results will follow an improvement in school culture. The school's board was provided information regarding the statewide accountability system and the school's star rating for 2018, however, the board did not begin to consider its implications until Spring of 2019. The board and school leaders lack a clear system for

	monitoring academic progress against academic outcome benchmarks. For example, Board Minutes do not show a consistent routine or coherence to systems for tracking, reporting out and discussing in depth, the school's culture goals and expected impacts on academic goals. The Board engages in an annual evaluation of the Head of School through an annual goal setting and mid and end of year review process. The evaluation committee is made up of the Executive Board and other board members who wish to participate. In a previous years, the board conducted a 360 evaluation of the Head of School with self-evaluations with the Head of School. Other school administrators are evaluated by the Head of School.

SUSTAINABILITY INDICATOR 3

Compliance			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Meets Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
Summary: In 2017-18 the charter did not meet expectations for criterion 3.3, resulting in an overall rating of "Approaches Expectations. In 2018-19 the charter did not meet expectations for criteria 3.3, 3.13, and 3.14, resulting in an overall rating of "Does Not Meet Expectations."			
Student Rights *(3.1 - 3.5)*	Over the course of the term, the charter met expectations, with the exception of 3.3 in in 2018-19, 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 school contracts with PPSD to coordinate IEPs and provide services and monitor progress. In the 2017-18 and 2018-19 school year, the charter did not meet expectations for criteria 3.3. The United States Department of Justice conducted a thorough review of Providence Public Schools' EL programs and services in early 2018. Published in August 2018, this review found several conditions of the district's EL programming that violate Section 1703(f) of the Equal Educational Opportunities Act. As a district charter school, ACE would fall under the agreements reached between the US Department of Justice and the Providence Public Schools for addressing compliance matters of the agreement. The charter has acknowledged the agreement and has taken action steps both in collaboration with Providence Public Schools and at the school level to address the Settlement Agreement. These include:		

	working with PPSD to implement a screening to more accurately identify EL students; reviewing WIDA scores of all current and incoming EL students to ACE to ensure those students are given appropriate class schedules; training teachers in conjunction with PPSD; planning on using grant funding to purchase materials and support two classes dedicated for EL students; adapting the schedule to allow for more intervention time for EL students; and paying tuition for three current teachers to take an accelerated ESL certification program. In addition, the school purchased the Edge curriculum to support students and the school recently obtained one fully certified ELL teacher and 23 students receive EL supports. Currently the school has three students with EL classification who are currently enrolled and receiving college credits through dual enrollment at RWU or CCRI. 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)*	Over the course of the term, the charter met expectations for each of the criteria associated with employee management to the various RIDE offices responsible for certification and educator evaluation. The Head of School evaluates the Assistant Head of School and Director of CTE and Curriculum, both of whom are reported as building administrators. Evaluations follow the RIDE model. A review of evaluation data noted a discrepancy in reporting the evaluation for the assistant head of school. Moving forward the school will correct this error to ensure all certified staff are evaluated and appropriately reported as required. Human resources procedures specific to working at ACE are documented in an employee handbook. For faculty, ACE follows the contract and expectations for all Providence Public School teachers.
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 charter provided documentation of facilities inspections and other related documentation. The student and parent handbook addresses policies and procedures for student safety and discipline. The revised expectations and approach to behavior and discipline has not been codified in the handbook as the system was piloted in 2018-19. The system was adopted by the school for 2019-20. The site visit team observed lack of consistency or clarity in implementing consequences of behavior or discipline issues.
Educational Program *(3.13-3.16)*	The charter met expectations in previous years but did not meet expectations in 2018-19 for 3.13 Educational Program or 3.14, Aligned Curricula. The educational program of the charter is focused on three pathways: Cisco Networking and Cyber Security, Application Programming and Software Engineering, and Data Science. Students who are new to ACE can sample each pathway before

	choosing. However, student interviews noted a lack of understanding of their graduation requirements and if and how they can choose any elective courses. Many were unsure of who to go to for course taking and pathway guidance or how to get support for applying to college. Additionally, in this school year due a vacant science position, many students did not receive consistent science instruction. Substitutes or other teachers covered the courses and science content was not consistently provided to students. Many students voiced frustration with "losing a whole year of science." The site visit team also observed teachers of other core subjects being introduced as also their science teacher. There was not evidence that in all grades and in all core content areas that the charter has implemented curricula that are aligned to statewide standards. The charter provided some evidence of alignment in Math and ELA, but did not provide examples of alignment for Social Studies or Science. School leaders noted that the school has aligned its course offerings to PPSD and relies on teachers and the bundles provided by PPSD for scope, sequencing. Teachers are responsible for developing the details of their curriculum, lesson planning, choosing resources, etc. There is not a system or structure to coordinate, plan or adjust to ensure standards are being delivered in the classroom. 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 this compliance area. The board's bylaws were updated in 2018 and include a conflicts of interest policy. The committee structure outlined in the bylaws is active. The board files its meeting agendas with the Secretary of State and meetings are open to the public as required by state law.
Financial Management (3.20 - 3.28)	The charter met expectations each year. The organization has contracted with an outside firm to manage accounting and set a process. The board takes an active role in setting and managing the budget and long term planning. The head of school also acts as the chief financial officer and works closely with the accounting contractor to manage expenses and set the budget for board review and approval. The finance committee meetings monthly before each board meeting to review the monthly financials and present to the wider board. The accounting contractors noted a clear process of billing with PPSD for services provided and student tuition each quarter including, payroll, benefits, transportation, substitutes, phone system, data services, etc.

ACADEMY FOR CAREER EXPLORATION
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Mario F. Cirillo, Ed.D.
Senior Administrator / Head of School
Taino Palermo, Ed.D.
Board Chair

TO: Members of the Council on Elementary and Secondary Education
FROM: Academy for Career Exploration (ACE)
RE: Charter Renewal

REQUEST:
THAT the Council on Elementary and Secondary Education move to renew the charter of the Academy for Career Exploration for 3 years, with conditions, for the term beginning with school year 2020-2021 expiring at the end of school year 2022-2023. In addition to meeting the expectations of each renewal condition, the charter will present its progress in meeting the conditions to the Council.

The Board and school leadership of ACE strongly disagree with the Commissioner's recommendation to only renew its charter for one year. While ACE agrees that our academic proficiency and student absenteeism rates are unacceptable and need to be addressed, turning each of these areas around will take time and hard work. There is a misconception that ACE is autonomous and in full control of its governance and human resources practices. However, as a district charter school, ACE must adhere to the same dysfunctional and bureaucratic Providence Public School District (PPSD) protocols identified in the Johns Hopkins report. ACE does not have the same freedoms, flexibilities and rights as Mayoral Academies or Independent Charters.

As a result, our efforts at change and innovation have often been stifled by PPSD. Like the district, we have found it nearly impossible to fill open math and science positions with qualified teachers. We agree with this Council and the Commissioner that PPSD must be fundamentally changed, and we want to be a part of this transformation.

Our Board and school leadership are dedicated to the difficult work ahead to transform learning at ACE and to improve student outcomes, but it would be simply impossible to achieve meaningful, long-term change in just one year. Just as this Council is giving the Commissioner 5 years to design and implement change across PPSD, so too does ACE need time to develop a comprehensive transformation plan and implement educational interventions and supports that will improve student learning. In addition, as many of the issues we face are directly tied to the very PPSD bureaucratic rules the Commissioner is now seeking to change, ACE cannot achieve transformation without the district-wide reforms soon to be laid out in the district's Transformation Plan. Put another way, ACE stands ready to partner with the Commissioner and the new Superintendent to transform together. Thanks to our small size, we envision ACE as a platform to pilot innovative interventions that can eventually scale district wide. None of this will be possible if we are only given a one year charter renewal.

As many of our students have historically been disenfranchised, to potentially close their school, which has been their community for the past 1-3 years, would be further detrimental to their progress. A one-year renewal will also negatively impact our admissions lottery and enrollment.

ACE is an important and desired school choice option for Providence parents and students. Our students and families choose ACE over their local public high schools for a variety of reasons including safety, community, and the opportunity to earn college credits and/or improve their workforce opportunities. If the Commissioner stands behind her previous statement that, "charters will be a part of this process," then a one year renewal strips ACE families and students of choice and eliminates them from the process. While we readily acknowledge that student outcomes must improve significantly and embrace our mandate to make this happen, the value of the program offered at ACE extends beyond these metrics to the following areas:

- ACE transitioned in 2016-17 from Hospitality and Healthcare pathways to 3 technology pathways that lead to high-skill, high-demand, and high-wage jobs. These pathways were chosen with the help of an advisory committee composed of industry professionals who conducted a market analysis. This market analysis was validated by ACE's most recent CTE review (2017) in which ACE received a 5-year unconditional renewal. ACE wishes to continue to provide its students with a rigorous and comprehensive educational experience and would like to collaborate and partner with RIDE to achieve this objective.
- 11 of our students have earned industry credentials through RIDE-approved Precision Exams, and 14 of our students are in the process of earning Google IT Support Professional Certificates.
- Many more ACE students earn college credits than their peers in other PPSD schools. For example, during the 2018-2019 school year, 14% of ACE students 9th-12th grade earned concurrent enrollment credits and fully 25% of our senior class was enrolled in early college (at either CCRI or RWU).
- Safety: 58% of ACE students report through SurveyWorks that they feel safe at school, compared with 49% of PPSD 6th - 12th graders.
- Per the RIDE report card (combining 2018 and 2019 data), ACE's math proficiency index of 13 places ACE in the middle of the pack of PPSD high schools; 4% of our students were proficient, vs. 2% at Hope, Mt. Pleasant, and PCTA and 1% at Alvarez.
- Graduation Rate: ACE 77.8% vs. 74.9% PPSD
- Dropout Rate: ACE 8.9% vs. PPSD 15.6%
- Attendance: While ACE is not satisfied with our 37.9% chronic absentee rate, that rate is significantly better than all other PPSD high schools with the exception of Classical High School and Times2 middle/high school.

Our Board, leadership, teachers, students, families and broader school community are all fully invested in improving student learning. ACE's improvement plan will take time to develop and multiple years to come to fruition in light of the numerous practical and institutional challenges facing our school and our students. Further, as a Providence district charter school, and in light of the recent state takeover of PPSD, ACE sees a unique opportunity to partner with RIDE to implement change and improve student outcomes. ACE's small size allows any interventions to have a large impact in a short amount of time, enabling our school to serve as a pilot community that can be replicated and scaled across the district.

Over the past several years, ACE has been operating under a different per pupil budget than the rest of PPSD's high schools, as the district has withheld federal, categorical and IDEA funds. Yet, in many areas, as cited above, ACE still performs favorably. Because of this situation, ACE was recently awarded the right to serve as its own LEA for Perkins funds by an advisory opinion from the RIDE Hearings Officer, so that funds will be released to the school directly instead of being filtered through the district. ACE students' school choice rights have already been violated. Therefore, to give ACE only one year to meet the conditions of this charter renewal would further infringe upon their right to take ownership of their education.

This is a unique and unprecedented opportunity for RIDE. Never in our state's history has a charter school been shut down and never has there been a takeover of a school district this large. The Council can choose to accept the recommendation of a one-year renewal, which inevitably will result in ACE's failure for the reasons listed above, or, the Council can approve a three-year renewal and mandate a strong collaboration between RIDE and ACE, leveraging ACE as an innovation zone to pilot reforms and best practices that can scale district wide.

Commissioner Infante-Green has stated that "the challenges we face took years to accumulate and will take time to reverse," and that charters are "part of the toolkit" to transforming PPSD. At ACE we wholeheartedly agree with both of these statements. We therefore urge the Council to give us at least a three year renewal to design and implement the changes needed so that ACE can improve student learning and truly be part of the toolkit that allows transformation to take hold district-wide.

Charter School Annual Performance Report
Academy for Career Exploration 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 61 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 1.67

1.2 Unrestricted Days of Cash	**Not Rated**		Days of Cash is not reported for District Charters
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.51.
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 0.02 and the most recent year's total margin was 0.15.
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	All criteria of this indicator have been rated "Meets Expectations."

		rated as “Meets.” AND No more than one criteria 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. **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	**Facility Assurances:** *Facility Assurances will not be a factor of this indicator until the 16-17 school year.*

		as described in the Compliance Performance indicator.	**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)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement	**Annual Budget Submission/ Revisions:** School complied with budget submissions.

		as described in the Compliance Performance indicator.	**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 and did not identify any significant deficiencies or weaknesses. **Single Audit:** N/A

Charter School Annual Performance Report
The Academy for Career Exploration| 2016-17

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 56 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 in was 2.36.
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 149.58.

		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 0.39.
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 0.12. The three year aggregate margin was 0.06.
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," with the exception of 2.2, School Environment, which was rated "Approaches Expectations."
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established in academic year 2016-17.
2.2 School Environment	**Approaches Expectations**	*One of the following is true:* The school's attendance rate is	**Student Attendance:** The school's attendance rate was 90.22%, less than the state high school average of 90.88%

		lower than the state's average attendance rate as published by RIDE or there is no evidence that the school regularly engages parents and families or fewer than 80% of students in non-break grades return to school the next year.	**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.
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	**Sharing and Partnership:** The charter provided assurances, descriptions, and artifacts of work related to sharing resources and practice.

		best practices	
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
Annual Rating	**Meets Expectations**	All criteria associated with Federal law and regulation are rated as "Meets." AND No	All criteria of this indicator have been rated "Meets expectations."

		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. **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	**Facility Documentation & Assurances:** The charter provided assurances of facilities inspections and documentation in their School-Prepared Annual Report.

		indicator.	**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)	**Meets Expectations**	No unresolved material violations of law, regulation, rule	**Annual Budget Submission/ Revisions:** The charter complied with budget submissions.

		or requirement as described in the Compliance Performance indicator.	**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 and did not identify any significant deficiencies or weaknesses. **Single Audit:** N/A

Charter School Annual Performance Report
The Academy for Career Exploration| 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 have RIDE-approved 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	**Does Not Meet Expectations**	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."	The school was rated as "Does Not Meet Expectations" on criterion 1.B.1. Criterion 1.B.2 was not rated. And the school was rated "Approaches Expectations" on criterion 1.B.3.
1.B.1 Proficiency Compared to Enrolling Districts	**Does Not Meet Expectations**	The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.	The charter school's percent of students proficient, including error, is below the weighted average proficiency of enrolling districts in both Math and ELA.
1.B.2 English Language Proficiency	**Not Rated**		The school did not have enough EL students to make an accountability determination for this criterion

Subject	School's Proficiency	Margin of Error	High Range + Margin of Error	Weighted Average of Enrolling Districts
ELA	18%	5.42%	23.4%	27.66%
Math	8%	3.83%	11.8%	15.49%

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 0.40 out of 2. It earned two points for growth in Math, with a growth index of 0.92 out of 2.

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 2017-18, 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 2.69.
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 181.03
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.33.
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 0.08. The three year aggregate margin was 0.11.
1.5 Debt Service	**Not Rated**		The debt service coverage ratio is not rated. The charter did not

Coverage Ratio			have principal and interest payment 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."	All criteria of this indicator have been rated "Meets" or "Exceeds" Expectations.
2.1 Organizational School-Specific Goals	**Not Rated**		The school did have RIDE-approved school specific goals in 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 91.66%, (less/more/equal to) the state high school average of 90.83% **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, 2018 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, descriptions, and artifacts of work related to sharing resources and practice. Specifically, the school's teachers co-developed Computer Science courses with URI, and sharing CTE related curriculum and instructional resources with Providence and the CTE board.
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	**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.

		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 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	**Approaches Expectations**	One criterion associated with Federal law and 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 3.3.
Student Rights (3.1 - 3.5)	**Does Not Meets Expectations**	3.3 There is an unresolved material violation of laws and regulations relating to Title III (English Learners) as reviewed by the Office of Student, Community and Academic	**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 practice, a formal review was not conducted. **3.3: English Language Learners:** The United States Department of Justice conducted a thorough review of Providence Public Schools'

		Support.	EL programs and services in early 2018. This review found several conditions of the district's EL programming that violate Section 1703(f) of the Equal Educational Opportunities Act. As a district charter school, ACE would fall under the agreements reached between the US Department of Justice and the Providence Public Schools for addressing compliance matters of the Consent Decree. The school is working with PPSD to correct the issues identified. **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.
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:** The charter provided assurances of documented employee rights in the employee handbook documents in their School-Prepared Annual Report. **3.8: Educator Evaluation:** A review of educator evaluation data identified discrepancies in evaluated personnel compared to reported personnel in the personnel assignment submission (PAS). Reported Building Administrators should be evaluated using the RIDE model. While there are no unresolved materials violations, the discrepancies will be corrected in the following year.
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 School-Prepared Annual Report.

			3.10: School Health Services: No outstanding issues were identified in a review of the Annual School Health Report for Providence Public Schools. **3.11: Food Service:** No outstanding issues were identified. Per agency practice, a formal review was not conducted. **3.12: 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.	**3.13: Educational Program:** The charter provided assurances of compliance with state, regulation and charter related educational program requirements in their School-Prepared Annual Report. **3.14: Curriculum Standards:** The charter provided assurances that curriculum is aligned to state adopted standards in their School-Prepared Annual Report. **3.15: Data Reporting:** No outstanding issues were identified in educational program related reporting. **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 assurances of these policies in their School-Prepared Annual Report. **3.18: Board Bylaws:** The charter provided assurances of these policies in their School-Prepared Annual Report. **3.19: Conflict of Interest/Complaint Management:** The charter provided assurances of these policies in their School-Prepared Annual Report.

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. **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 and did not identify any significant deficiencies or weaknesses. **3.28: Single Audit:** N/A

Charter School Annual Performance Report
The Academy for Career Exploration| 2018-19

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Does Not Meet Expectations**	1.A.1 is rated as "Does Not Meet" and 1.A.2 is rated as "Exceeds," "Meets" or "Does Not Meet."	The School's star rating was 1-star and the school did have RIDE-approved school specific goals in 2018-19.

Primary Indicator: Academic Performance - School Comparison

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Does Not Meet Expectations**	For A.2, B.2 and B.3 two or more criteria are rated as "Does Not Meet." OR B.1 is rated as "Does Not Meet."	The school was rated as "Does Not Meet Expectations" on criterion 1.B.1, 1.B.2 and 1.B.3.
1.B.1 Proficiency Compared to Enrolling Districts	**Does Not Meet Expectations**	The charter school's percent of students proficient, plus the error value, is below the weighted average proficiency level of enrolling districts in Math, ELA or both.	The charter school's percent of students proficient, including error, is below the weighted average proficiency of enrolling districts in Math. The weighted average proficiency of enrolling districts in ELA is within the charter school's performance range.

Subject	School's % Proficient	Margin of Error	Low Range - Margin of Error	High Range + Margin of Error	Weighted Average of Enrolling Districts
ELA	23.26	5.96	17.30	29.22	25.51
Math	0.00	-	-	-	14.81

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.	The school earned one ELP point as measured by the statewide accountability system. The school's ELP index score was 36 out of 110.
1.B.3 Growth	**Does Not Meet Expectations**	The school earned 1 point each for growth in both ELA and Math as published in the statewide school accountability system.	The school earned one point for growth in ELA, with a growth index of 0.77 out of 2. It earned one point for growth in Math, with a growth index of 0.83 out of 2.

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 2018-19, the ratings reflect the information in the FY18 audit for the organization.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio in was 2.6.
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 200.48
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.35.

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 0.031. The three year aggregate margin was 0.076.
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 FY18.

Sustainability Indicator 2: Organizational Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Approaches Expectations**	For 2.1, 2.2, 2.3, 2.4 and 2.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds."	All criteria of this indicator have been rated "Meets Expectations," with the exception of 2.2 and 2.3.
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established in 2018-19
2.2 School Environment	**Approaches Expectations**	One of the following is true: The school's attendance rate is lower than the state's average attendance rate as published by RIDE. --- There is no evidence that the school regularly	**Student Attendance:** The school's attendance rate was 87.67%, lower than the state high school average of 90.91% **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.

		engages parents and families --- Fewer 80% of students in non-break grades return to school the next year.	
2.3 Equity and Access	**Approaches Expectations**	One of the following is true: There is no 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. --- Evidence suggests that the school has not implemented recruitment, enrollment and retention policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.	**Attrition Data:** There is not evidence from document review and the renewal site visit that the school analyzes attrition data and is using attrition analysis in decision-making. The school began at the end of SY18-19 reviewing attrition in terms of where students choose to attend after withdrawing. **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, 2019 lottery was monitored. **Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2019 lottery shows applicants from Providence.
2.4 Dissemination	**Meets Expectations**	There is evidence that the school shares or attempts to	**Sharing and Partnership:** Document review and the renewal site visit demonstrated that the school collaborated with URI to

		share curricular and/or instructional resources and/or best practices	develop a CS 101 course and provide PD to other districts in Fundamentals of Cyber Security.
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 set and monitor overarching goals related to school culture, progress on STAR assessments and earning college credits. **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-making and decision-making. The board delegates management and operations to the school leader while the board helps set goals and policies. **Board Holds School Leader Accountable**: There is evidence from document review and the renewal site visit that the board holds the school leader accountable through a designated committee annually.

Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Does Not Meet Expectations**	All criteria associated with Federal law and regulation are	Criteria 3.3, 3.13, and 3.14, were rated "Does Not Meet." All other criteria of this indicator have been rated "Meets

		rated as "Meets." AND No more than one criterion not associated with state law and regulation is rated as "Does Not Meet."	Expectations."
Student Rights (3.1 - 3.5)	**Does Not Meet Expectations**	3.3 There is an unresolved material violation of laws and regulations relating to Title III (English Learners) as reviewed by the Office of Student, Community and Academic Support.	**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 practice, a formal review was not conducted. **3.3: English Language Learners:** The United States Department of Justice conducted a thorough review of Providence Public Schools' EL programs and services in early 2018. This review found several conditions of the district's EL programming that violate Section 1703(f) of the Equal Educational Opportunities Act. As a district charter school, ACE would fall under the agreements reached between the US Department of Justice and Providence Public Schools for addressing compliance matters of the Settlement Agreement. The school is working with PPSD to correct the issues identified and is providing tuition for three teachers to acquire ESL certification in the upcoming school year. **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 its policies have recently been updated to clarify the enrollment process for admitted students.
Employee Management (3.6 - 3.8)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in	**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 Compliance Performance indicator.	the renewal site visit of established human resource procedures and an employee handbook for school-specific areas. ACE follows the contract and expectations for all Providence Public School teachers. **3.8: Educator Evaluation:** A review of educator evaluation data identified misreporting of the evaluation for the assistant head of school. While the position was evaluated, it was not reported properly. The school will correct this error moving forward and ensure all certified staff are evaluated as required.
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 documentation of facilities inspections and other related documentation. **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. Per agency practice, a formal review was not conducted. **3.12: Behavior & Safety Policies:** There is evidence from document review and the renewal site visit of documented safety procedures, as well as a newly implemented PBIS plan.
Educational Program (3.13-3.16)	**Does Not Meet Expectations**	3.13: There is not evidence that the school is practicing essential educational program components as defined by the school's charter, state law and regulation. 3.14: There is not sufficient evidence that for all grades and in all core-content area subjects, the school implemented	**3.13: Educational Program:** While the school implements three IT/Data Science pathway programs, there was evidence from the renewal site visit of irregular core subject programming, specifically in the science courses. **3.14: Curriculum Standards:** Through document review and the renewal site visit, there was not evidence of curricula aligned to statewide standards in all grades and in all core content areas. There was not evidence of a process or ongoing work to align standards at all grade levels. **3.15: Data Reporting:** No outstanding issues were identified in educational program related reporting.

		curricula that are aligned to statewide standards	**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 indicator.	**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. **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)	**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. **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 and did not identify any significant deficiencies or weaknesses. **3.28: Single Audit:** N/A