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 5d2
December 3, 2019

December 17, 2019

TO: Members of the Council on Elementary and Secondary Education

FROM: Angélica Infante-Green, Commissioner

RE: **The Greene School – Charter Renewal**

RECOMMENDATION:

THAT, the Council on Elementary and Secondary Education move to renew the charter of The Greene School for 5 years, for the term beginning with school year 2020-21, expiring at the end of school year 2024-25.

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

The Greene School
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 5-Year Renewal

Renewal Recommendation Overview:

Summary of Recommendation	
Recommended Action:	**The Commissioner recommends that the Council on Elementary and Secondary Education move to <u>renew</u> the charter of The Greene School for <u>5 years</u>.**
Recommended Charter Term:	From SY2020-21 through SY2024-25
Recommendation Key Points:	Over the course of this term, The Greene School displayed improvement in both overall star rating and in specific measures of academic success. In 2018, the school earned 2-stars on statewide school accountability, approaching expectations on the charter Academic Performance indicator. In 2019, the school earned a 3-star rating, meeting expectations on Academic Performance. Particularly, the school displayed increases in achievement in both ELA and math proficiency. In 2019, the school's proficiency rate increased by more than 15% in both subjects. In 2019, the school's proficiency in ELA was 64.3% (13.3% above the state average for 2019) versus 2018's percentage of 44.7%, which was lower than the state average in 2018. Likewise, the school's Math proficiency in 2019, 35.7% (versus 19.1% in 2018) was higher than the state average. <u>Other Academic Achievement</u>: • ELA Growth: ○ In 2019, 31% of students showed low growth on state assessments, 31% typical growth, and 37% high growth. In 2018, 33% of students showed low growth on state assessments, 27% typical growth, and 40% high growth. ○ In 2019, the school earned 2 points in the star rating system, with a growth index for ELA of 1.06 out of 2. In 2018, the school earned 2 points for ELA with a growth index of 1.07 out of 2. • Math Growth: ○ In 2019, 31% of students showed low growth on state assessments, 37% typical growth, and 31% high growth In 2018, 38% of students showed low growth on state assessments, 40% typical growth, and 22% high growth. ○ In 2019, the school earned 2 points in the star rating system, with a growth index for Math of 1.00 out of 3 in 2019. In 2018, the school earned 1 point for math with a growth index of 0.84 out of 2. • <u>Diploma Plus:</u> The school earned 2 out of 3 points for the postsecondary success measure in statewide accountability. 44% (21 out 48 students) in the class of 2018 earned a postsecondary credential, indicating that the seniors of The Greene School are earning AP and college credit. <u>Compliance for Multi-Lingual Learners:</u> A review by the RIDE Office of Student, Community, and Academic Supports found the school had not ensured that all students were appropriately screened, serviced, and assessed for language needs. The school has worked with RIDE to create and implement a corrective action plan during latter half of SY2018-19. RIDE continues to work with and monitor the implementation of corrective actions. <u>Financial Management:</u> The school approached expectations in 2018-19 primarily due to the purchase and renovation of their property. The school anticipates positive financial metric with the receipt of its FY19 audit.

The Greene School
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 5-Year Renewal

Charter Overview:

Current Charter Overview			
Charter Type	Independent	2018-19 Grades Served	9-12
School-Year Opened	2010-11	2018-19 Enrollment	202
Current Charter Term	2015/16 – 2019/20	Authorized Enrollment	210
Enrolling Communities	Statewide	Location(s)	West Greenwich

School Mission and Model	
School Mission:	The mission of The Greene School is to "develop leaders and citizens engaged in finding peaceful and sustainable solutions to local and global challenges. By providing direct experiences in nature, along with the latest in environmental science and technology, we prepare our students to be informed, skilled, innovative, and involved community leaders. Our students will grow academically and socially, become the environmental stewards of the future, and actively manage the limited resources that we share as a global community."
School Model:	The school operates as a credentialed Expeditionary Learning (EL) school. Being an EL Education network school means the school works directly with an EL school designer and collaborates with other network members focusing on three core dimensions: Mastery of Knowledge and Skills (Academic Outcomes), Character, and High Quality Work. At the heart of all Expeditionary Learning schools are learning expeditions which combine several elements: guiding questions, kickoff experiences, projects, fieldwork, experts, service learning, and a culminating event that features student work. Expeditions serve as the core learning experience within the academic program, and each explore the content and skills within at least two major disciplines. The culmination of expeditions include a student completed product that has value to an external audience.

Overview of Charter Performance Ratings:

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

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

The Greene School
Overview of Commissioner's Charter Renewal Recommendation
Recommendation: 5-Year Renewal

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

The Greene School

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 Greene School 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 April 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 Greene School
Renewal Report| 2019

CHARTER OVERVIEW

The Greene School is an independent charter school, serving students statewide. The chartered opened in 2010, and can enroll up to 210 students in grades 9-12. Located in West Greenwich, the majority of current students are from Coventry, Central Falls, Providence, and Pawtucket.

The school operates as a credentialed Expeditionary Learning school. Being an EL Education network schools means the school works directly with an EL school designer and collaborates with other network members focusing three core dimensions: Mastery of Knowledge and Skills (Academic Outcomes), Character, and High Quality Work. At the heart of all Expeditionary learning Schools are learning expeditions which combine several elements: guiding questions, kickoff experiences, projects, fieldwork, experts, service learning, and a culminating event that features student work. Expeditions serve as the core learning experience within the academic program, and each explore the content and skills within at least two major disciplines. The culmination of expeditions include a student completed product that has value to an external audience.

The mission of The Greene School is to *"develop leaders and citizens engaged in finding peaceful and sustainable solutions to local and global challenges. By providing direct experiences in nature, along with the latest in environmental science and technology, we prepare our students to be informed, skilled, innovative, and involved community leaders. Our students will grow academically and socially, become the environmental stewards of the future, and actively manage the limited resources that we share as a global community."*

Enrollment Demographic Information

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

	2015/16	2016/17	2017/18	2018/19
Total Enrollment	166	190	202	202
Free/Reduced Lunch Eligibility	35.5%	32.1%	33.7%	38.6%
Students Receiving Special Education Services	13.3%	14.2%	15.2%	24.3%
Students Receiving ESL Services	0%	0%	0.5%	0%
Multiracial	0.6%	1.6%	2%	2.5%
African-American	3%	1.1%	8.6%	4.0%
Latino/Hispanic	25.3%	27.9%	25.3%	25.7%
Native American	1.2%	1.1%	0%	1.0%
Asian	0%	0%	0%	1.0%
Pacific Islander	0%	0%	0%	0.5%
White/Caucasian	69.9%	68.4%	69.8%	65.3%

The Greene School
Renewal Report| 2019

PERFORMANCE OVERVIEW

The Greene School received a "Tier 3" final tier designation for the renewal process due to its overall ratings over two years in Academic Performance and Sustainability. The Greene School 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 except for Compliance. The school did not meet expectations for financial management compliance criteria related to significant deficiencies identified by the charter's auditors. Additionally, the school was found to be out of compliance in its systems and support for English Learners. In 2017-18 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 "Met" expectations for School Performance and earned a 3-star rating on the statewide accountability system. The school received an overall "Approaches Expectations" rating for financial performance due to criteria related to short-term measures of fiscal health. The school also received an overall "Approaches Expectations" rating for compliance due to systems and support for English Learners and enrollment procedures. 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 dashboard that identifies ratings for each individual criteria and overall indicators. These performance dashboards accompany the renewal report.

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

Ratings Key			
E	Exceeds Expectations	DNM	Does Not Meet Expectations
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The Greene School
Renewal Report| 2019

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

School Performance			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Meets Expectations	**Meets Expectations**	**Approaches Expectations**	**Meets 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 52 and 66 (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 districts in Math. In the 2018-19 school year, the school earned three-stars on the statewide accountability system due to overall academic achievement and growth.

Through a review of documents, the charter's renewal application, and on-site interviews, there is evidence that the school utilizes internal academic data as well as results on the state assessment to evaluate its student achievement. The school utilizes the STAR assessment for interim evaluations of student performance in Math and ELA. Administrators use PD time to assist teachers in data use to inform instructional strategies, groupings and interventions.

School Comparison			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**
Not Rated	**Not Rated**	**Does Not Meet**	**Not Rated**

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. The school was rated "Approaches Expectations" on criterion 1.B.3.

In 2018-19, the school "Met" expectations for School Performance; School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the School Performance Annual Rating.

1.B.1 Proficiency Compared to Enrolling	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. For ELA,

<table>
<tr><td>Districts</td><td>the weighted average proficiency rate of sending districts is within the charter school's performance range, when accounting for margin of error. Meaning, the school performed about the same (not statistically different) as its sending district in ELA and performed lower than its sending districts in math.
<table>
<tr><th colspan="6">2017-18</th></tr>
<tr><td>Subject</td><td>School's Proficiency</td><td>Margin of Error</td><td>Low Range - Margin of Error</td><td>High Range + Margin of Error</td><td>Weighted Average of Enrolling Districts</td></tr>
<tr><td>ELA</td><td>43%</td><td>6.83%</td><td>36.2%</td><td>49.8%</td><td>48.0%</td></tr>
<tr><td>Math</td><td>20%</td><td>5.52%</td><td>14.5%</td><td>25.5%</td><td>28.8%</td></tr>
</table>
In 2018-19, the school "Met" expectations for School Performance. School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the School Performance Annual Rating</td></tr>
<tr><td>1.B.2 English Language Proficiency</td><td>Not rated. The school did not have enough EL students to make an accountability determination for this criterion</td></tr>
<tr><td>1.B.3 Growth</td><td>The school "Approached Expectations," in 2017-18 because it earned one point for growth in Math, with a growth index of 0.84 out of 2. The school earned two points for growth in ELA, with a growth index of 1.07 out of 2.
In 2018-19, the school "Met" expectations for School Performance. School Comparison is only rated when a school receives a rating of "Approaches" or "Does Not Meet" for the School Performance Annual Rating</td></tr>
</table>

SUSTAINABILITY INDICATOR 1

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

Summary
The charter received an overall "Meets Expectations" annual rating in Financial Performance for each year of its term with the exception of 2018-19 because more than one criteria was rated "Approaches Expectations". Criteria 1.1, 1.2 and 1.4 were rated "Approaches," all others were rated "Meets" in 2018-19, based on the FY18 fiscal audit for the school. 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 Finance Director and School leader and reports to the larger board as needed. The finance committee works with the Director of Finance and Operations and the School leader 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 with the exception of 2018-19. The charter approached expectation in 2018-19 with a current ratio of 0.95. The Greene School holds a significant balance in a reserve account as required by a loan agreement with the US Department of Agriculture. The school chose to fully fund the required account, rather than fund it over time resulting in a significant portion of cash in a reserve fund not recognized as a current asset by the school's auditors.
1.2 Unrestricted Days of Cash	The charter met expectations each year with the exception of 2018-19. The charter approached expectation in 2018-19 with unrestricted days of cash on hand at 33.25 and the one-year cash on hand trend was negative. Due to the requirement of a loan agreement with the US Department of Agriculture, the Greene's School Cash on Hand was negatively effected in the short term. Additionally, the school has been investing in significant facility improvements since 2016, and has an approved project with the School Building Authority. Once reimbursed through the program, the school anticipates meeting expectations for Days Cash on Hand.
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 except in 2015-16, 2017-18, and 2018-19 school years where the most recent year's total margin was negative. This was due largely to the school's investment in facility improvements. The charter's 3-year aggregate margin has been positive throughout its term.
1.5 Debt Service Coverage Ratio	The charter met expectations in each applicable year.

SUSTAINABILITY INDICATOR 2

Organizational Performance			
SY15-16	**SY16-17**	**SY17-18**	**SY18-19**

Meets Expectations	Meets Expectations	Meets Expectations	Meets Expectations
Summary: All annual ratings and each criteria of this indicator have been rated "Meets or Exceeds Expectations."			

2.1 Organizational School-Specific Goals	School-specific goals were not established over the course of this term.
2.2 School Environment	The charter met or exceeded expectations in this criterion in each applicable year with the exception of 2018-19 the school's attendance rate. The charter approached expectations on criterion 2.2 in 2018-19 because of the school's average daily attendance. The charter's attendance rate in 2018-19 was 90.68%, 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. Demand for the school is high, and the school's waitlist has consistently comprised over 50% of available seats. The school utilizes a variety of systems and structures to engage parents and families. The school has an active PTO with regular meetings and minutes taken and regular social events. For students new to the school, the school offers a parent-student orientation and staff members conduct home visits. Members of the board of directors are parents, and the school has intentionally involved parents and other members of the school community in SIP planning workshops. Interviews confirmed regular contact home via multiple methods by teachers for both positive and negative progress reporting. Parent conferences are student-led three times per year. Additionally, the 2019 survey works results show 45% (the state average is 42%) of students responding favorably to questions related to school climate. And, 75% (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. The Head of School tracks attrition and reports it to the Board through the Head of School report. The Head of School or other administrator will meet with any family that intends to withdraw. Most often, the reason for leaving is dissatisfaction with the school model, limited programmatic options due to being a small school or distance from home to school. The charter's Data Manager/Enrollment Officer is responsible for recruitment, managing the application and lottery processes. Recruitment efforts includes advertising, hosting school tours and coordinating with traditional and charter LEAs. The school uses School Mint to conduct their application and lottery process. The

	school leader and guidance counselor are responsible for recruitment efforts and reaching out to families who choose to withdraw or not return. A bilingual staff member assists Spanish-speaking families. All materials, policies, and enrollment information is published in English and Spanish. The board is involved in revising and approving all lottery and enrollment policies. However, the latest revision regarding a 10-day response window for accepted families is not in compliance with Charter School Regulations. Please see Compliance criteria 3.5 for more information. The school has a statewide catchment area and currently enrolls students from 22 cities/towns. The board and school leader expressed intentionality in ensuring transportation is available for all students, regardless of which transportation they reside in. This has helped the school enroll a diverse set of students from across the state, but prioritizing transportation costs in the school's budget continue to be a challenge. The majority of students reside in Coventry, Central Falls, Providence, Pawtucket, and the rest represent the majority of towns around the schools location. The school has a higher percentage of students with disabilities than the state average. While the school recruits to draw a diverse range of students, the school does not have the proper procedures in place to identify new students' language needs, resulting in no students identified as English Learners. Please see compliance criteria 3.3 for more information.
2.4 Dissemination	The 2016-17 school year is the first year this criterion was evaluated. The charter met expectations or exceeded expectations each year. The school collaborates with Teaching Our Cities, a network of six urban environmental public high schools in the Northeast. The school participates in the community of practice, collaborating with the other schools to build capacity and leadership in environmentalism and community involvement. The Head of School also leads a community of practice with the Expeditionary Learning school network. The school maintains and ongoing working relationship with two districts sharing the school's environmental chemistry and math curriculum and instruction program. Throughout the year, student expeditions incorporate projects where sharing resources with other schools is built into the project. Working with URI, students created a miniature documentary shared online, lessons and curricula resources for elementary students in multiple districts.
2.5 Board and Leadership Quality	The charter met expectations each year. The board currently has 12 voting members and operates standing committees (Executive, Finance, Academic Standards, Governance and Personnel) that include board members and community members. Stakeholder interviews confirmed that committees are an important part of the decision making process. Committees meet regularly and make recommendations on a particular item to the full board. Items that require a vote will be brought to the full Board for consideration by the Committee responsible. Items that do not require a full vote, discussion points and minutes of the Committee will be shared with the full Board for a discussion opportunity. The Board is responsible for making and managing

	school policies while the Head of School is responsible for managing the process for implementation and reporting back to the Board. The Head of School utilizes regular reports to the Board and newsletters to parents and the school community to ensure open communication. Stakeholder interviews each noted the same expectations structure for communication and decision-making. The Board holds the Head of School accountable through an annual evaluation conducted by the Personnel/Head of School committee that meets a few times per year to set goals, review progress and complete and end of year review of the Head of School. This cycle is used to set goals for the upcoming school year. The Head of School committee is responsible for conducting the evaluation process and bringing it to the full board for review. The Head of School evaluates the other school administrators following the RIDE model. The school uses a variety of tools to set goals and priorities and check in on their progress. The school sets and annual work plan in partnership with their school designer from Expeditionary Learning Education organization (EL Education). Stakeholder interviews confirmed that this work plan focuses the school in three common domains for all EL Education schools – Master of Skills and Knowledge, High Quality Work, and Skills and Character. This work plan is the school's year to year set of priorities and is the guiding document for annual goal setting and planning, especially in curriculum and instruction. Each year, all EL schools go through a planning cycle with the support of EL Education as a thought partner. EL Education also reviews the school's program and progress annually. Additionally, in the past the school has developed a School Improvement Plan (SIP). The Head of School conducted a school community engagement process during SY18-19 to create a new SIP. The SIP is intended to be a multi-year plan that aligns to the annual EL work plan. Additionally, the Board progress monitors the Head of School goals through the evaluation process noted above as well as holding regular meetings of the Academic Standards Committee. This committee focuses on reviewing quarterly interim assessment and annual state assessment data, as well school culture and classroom observation data to support teachers and administrators. Stakeholder interviews suggest a lack of clarity around the strategic vision and the expectations and drivers of academic outcomes. Interviewees acknowledged the need for more alignment across priorities, goals and metrics.

SUSTAINABILITY INDICATOR 3

Compliance

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

Summary: In 2017-18 the charter did not meet expectations for criterion 3.3 and 3.26 resulting in an overall rating of "Approaches Expectations. In 2018-19, the charter did not meet expectations for criteria 3.3, and 3.5 resulting in an overall rating of "Approaches Expectations.

Student Rights *(3.1 - 3.5)*	Over the course of the term, the charter met expectations, with the exception of 3.3 (regarding English Learners) in in 2017-18, and 3.3 and 3.5 (regarding lottery policy) 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, and Title 1. The RIDE Office of Student, Community and Academic Support conducted a review of the school's data in the Spring of 2019 and found the school to be out of compliance with Rhode Island General Law 16-54 and provisions to service diverse students under ESSA. Specifically, the school has not ensured that all students are appropriately screened, serviced and assessed for language needs. The school is working with RIDE to create a corrective action plan to resolve these issues and implement appropriate English language development supports and services. The charter has submitted the charter school applicant report each year and its lottery process was monitored in the 2018-19 school year. However, in January 2019 the Board adopted a revised lottery policy that included a 10-day response window for families of accepted students. Charter School Regulations, section 2.6.3(A) require a minimum of 15 days for families to confirm the accepted seat. In August 2019, the school's board adopted a corrected policy and updated information on the school's website.
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 according to the various RIDE offices responsible for certification and educator evaluation. The Head of School evaluates the School Administrators, following the RIDE model. The staff handbook codifies human resources procedures and addresses employee rights, including a process to file complaints.
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 family handbook addresses policies and procedures for student safety and behavior expectations. A detailed discipline policy has also been adopted in addition to the expectations set forth in the handbook. The school follows a restorative

	justice model and stakeholder interviews confirmed the written discipline and behavior policies and procedures.
Educational Program (3.13-3.16)	The charter met expectations each year. As an Expeditionary Learning school, the school's program focuses on environmental sustainability and social justice. The model uses a cycle of learning expeditions in which field work, or project-based learning, is the centerpiece of the student work. The partnerships with EL Education centers the culture around Habits of Work and Character. Each student has a core group called Crew, where students build a community and are supported in their academics and habits of work. The school uses standards-based grading, and aims to cultivate students to be global citizens. Additionally, the school is intentionally set up to draw from a diverse set of communities across Rhode Island and they support that by ensuring all students are provided with transportation. There was evidence from document review and the renewal site visit that the school has detailed scope and sequences for all units, grades and core subjects, aligned to statewide standards. Teachers have a lot of autonomy over the curriculum and the school has worked to provide resources support in curriculum review and revision. The school uses data from assessments to review and evaluate curriculum and address gaps in learning. Revisions primarily take place over the summer. Additionally, the school is in the process of evaluating third party curricula. 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 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)	In 2015-16, 2016-17, and 2017-18 the charter did not meet expectations in criteria 3.26 related to the school's auditors identifying significant deficiencies in the school's internal controls. In the most recent audit for 2018-19 (Fiscal Year 2018), the school's auditors did not identify any significant deficiencies. The Business Manager is responsible for all financial reporting and managing the budget in collaboration with the Head of School. The finance committee and the Board review the budget each quarter. The finance committee meets monthly, reports to full Board. The Board recently met a financial milestone in successfully purchasing and renovating the property for the school.

The Greene School
Learning Naturally

November 22, 2019

Angélica Infante-Greene
Commissioner
Rhode Island Department of Elementary and Secondary Education
255 Westminster Street
Providence, RI 02903

Dear Commissioner Infante-Greene:

The Greene School community is appreciative of the five-year renewal recommendation and is thankful for the opportunity to provide a written response. We take pride in our efforts to build a fully inclusive school community reflective of the state demographics and the recent trend of academic improvements and student achievement. The Greene School transports students from 22 districts across the state, which is an estimated 12% of the total budget expenditure. Currently, 23% of the students who attend The Greene School receive services through an Individual Education Plan and another 12% through 504 supports, and more than 40% of our students receive free or reduced lunch.

The Greene School is an EL Education credentialed school https://eleducation.org/ and part of a network of nearly 160 schools across the country supported through continuous professional learning and direct service hours with contracted school designers. In EL Education schools, students are assessed on the quality of their work and the quality of their character. To realize this vision, EL schools focus on achievement in three core domains: Mastery of Knowledge and Skills, Character, and High-Quality Work.

Mastery of Knowledge and Skills

Demonstrate proficiency and deeper understanding: show mastery in a body of knowledge and skills within each discipline

Apply their learning: transfer knowledge and skills to novel, meaningful tasks

Think critically: analyze, evaluate, and synthesize complex ideas and consider multiple perspectives

Communicate clearly: write, speak, and present ideas effectively in a variety of media within and across disciplines

Character

Work to become effective learners: develop the mindsets and skills for success in college, career, and life

Work to become ethical people: treat others well and stand up for what is right

Contribute to a better world: put their learning to use to improve communities

High-Quality Work

Create complex work: demonstrate higher-order thinking, multiple perspectives and transfer of understanding

Demonstrate craftsmanship: Create work that is accurate and beautiful in conception and execution

Create authentic work: demonstrate original thinking and voice, connect to real-world issues and formats, and when possible, create work that is meaningful to the community beyond the school

EL Education also conducts a rigorous yearly evaluation for accountability to measure the implementation of core practices across the dimensions of student achievement: curriculum, instruction, student engaged assessment, school culture, and leadership in order to maintain a credentialed status within the network. This evaluation system includes the development of annual work plan goals across each of the three domains, a mid-year status report, and final implementation review. The Greene School has been identified as having a trend of continuous improvement, most notably in the area of mathematics.

Over the past three years, The Greene School has intentionally worked to build a culture of rigorous academics while providing supports for all learners to increase their knowledge and improve their skills for literacy and numeracy in direct response to a period of declining proficiencies on state testing. These efforts have been evident through the 20% increase in PARCC math achievement from 2016 to 2017 and in the most recent SAT data that indicated The Greene School mean for Reading, Writing, and Mathematics as exceeding both the state and national means in 2019.

The Greene School
Learning Naturally

The shift in academic proficiencies began during the 2016-2017 school year when The Greene School was awarded its first of two grants to support curriculum development and instructional practice for math in partnership with the Institute for Learning out of the University of Pittsburg. In 2017-2018, The Greene School recruited the Coventry School district middle and high schools to partner for the second grant utilizing assessment development and backwards design to develop, review, and revise curriculum in Math, English Language Arts, and History. Then, during the 2018-2019 school year, our math team began working as part of the New Principal Induction Network with the Center for Leadership and Educational Equity through shorts cycles of inquiry to close achievement gaps specifically in mathematics and ensure deep conceptual understanding and shift deficit mindsets around mathematics.

The Greene School has continued to work with teachers through a coaching style support system, individual teacher growth plans, an extensive student support program, frequent assessment and data review with the STAR assessment tool, a strong belief that all students should be prepared to engage in high level mathematics, and the inclusion of mathematics into other subjects, projects, case studies, and learning expeditions. Additional classes and professional learning have been offered to promote math and literacy achievement such as the implementation of math support classes where remediation is taught through an acceleration model as well as advanced placement courses in statistics, calculus, language and composition, and literature and composition. Advanced placement training and curriculum approval was completed with the Mass Insight organization. The math and ELA teachers will be supported through classroom observations and practice testing as contracted with Mass Insight. Additionally, teachers for Algebra I, Geometry, and Algebra II are beginning to utilize components of the CMP curriculum, with the anticipation of full implementation in 2020, that will enable students to engage more meaningfully with mathematics by asking students to grapple with complex problems, learn to reason, model real-world situations, and construct and critique mathematical arguments.

The School also wishes to provide information related to the financial performance indicators for the 2018-2019 school year. In November, 2016, The Greene School purchased the 70-acre property at 94 John Potter Road in West Greenwich supported through a 40-year USDA sponsored loan. Since this purchase and in accordance with the school Capital Improvement Plan, The Greene School has been working to complete a series of renovations. Through the Housing Aid application process, The Greene School has been awarded reimbursement funds for much of the renovations at a 40% reimbursement rate. The expense for facility improvements is recorded in one FY and the reimbursement in another which does not align with the dates for audit, financial reporting, and annual report ratings. The Greene School has made appropriate accommodations to ensure depreciation and other future expenditures are more clearly outlined and articulated. The business and operations in collaboration with the district auditor now predict a positive trend in finance and accounting.

The Greene School is appreciative of RIDE's efforts with the support and review of the charter accountability system. The school hopes that this information will assist the Council in its decision regarding the charter renewal recommended by Commissioner Infante-Greene. The entire Greene School community is proud of its mission of cultivating engaged citizens and active leaders through a rigorous pre-college curriculum and expeditionary learning practices, and looks forward to continuing its trend of high achievement.

Sincerely,

Joshua Laplante
Head of School

Amy Pratt
Board of Directors, President

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Charter School Annual Performance Report
The Greene School 2015-16

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	A.1 is rated as "Meets" or "Exceeds." AND A.2 is rated as "Meets" or "Does Not Meet."	The school's composite index score was 52 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."	School was rated as "Approaches Expectations," in 1.4 and rated as "Meets Expectations" in all criteria.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio was 2.82
1.2 Unrestricted Days of Cash	**Meets Expectations**	School has 60 days or more of unrestricted cash on hand. OR School has between 30 and	Unrestricted cash on hand was 57.75 days and the one-year trend was positive.

		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 0.25.
1.4 Total Margin & 3-Year Aggregate Total Margin	**Approaches Expectations**	Aggregated three- year total margin is negative OR the most recent year total margin is negative.	Aggregated three-year total margin was -0.004 and the most recent year's total margin was 0.0037.
1.5 Debt Service Coverage Ratio	**Not Rated**		Debt Service Coverage Ratio will be reported on beginning in the 16-17 school year.

Sustainability Indicator 2: Organizational Performance

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

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

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

Sustainability Indicator 3: Compliance

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

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

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

			auditors did not identify any material weaknesses. **Single Audit:** N/A

Charter School Annual Performance Report
The Greene School | 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 66 and RIDE did not hold schools accountable to school specific goals in 2016-17.

Primary Indicator: Academic Performance - School Comparison

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

Sustainability Indicator 1: Financial Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Approaches" and all others are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations." Calculations are determined using the results of most recently available audited financial statements. For 2016-17, the ratings reflect the information in the FY16 audit for the organization.
1.1 Current Ratio	**Meets Expectations**	Current ratio is equal to or greater than 1.	Current ratio was 4.90.
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	Unrestricted days of cash on hand was 91.92.

		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 0.16.
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 0.0962. The three year aggregate margin was 0.07.
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."
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established in academic year 2016-17.
2.2 School Environment	**Exceeds Expectations**	The school's attendance rate equal to or greater than the state's average attendance rate as published by RIDE and	**Student Attendance:** The school's attendance rate was 93.99%, greater than the state high school average of 90.88% **Family engagement**: The charter provided assurances of family engagement in the School-Prepared Annual Report.

		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. (TBD if Exceeds)	**Student Retention**: More than 80% of students enrolled at the end of the previous school year were also enrolled at the beginning of the following year. **Waitlist:** The school's waitlist comprises more than 50% of seats available.
2.3 Equity and Access	**Meets Expectations**	There is evidence the school is analyzing attrition data and is using attrition analysis in decision-making including ensuring that attrition is not occurring disproportionately for specific populations. AND There is evidence that the school implements recruitment, lottery and retention policies and procedures that address all populations in their sending district. AND There is evidence that the applicant pool is representative of its sending communities, in line with the school's charter.	**Attrition Data:** The charter provided assurances of attrition data analysis in the School-Prepared Annual Report **Recruitment & Lottery:** No outstanding issues were identified. The school provided lottery data; lottery monitoring was not conducted for this review cycle. **Applicant Pool:** The charter's applicant pool as submitted from the CSAR from the March 1, 2017 lottery shows applicants from statewide communities.
2.4 Dissemination	**Meets Expectations**	There is evidence that the school shares or attempts to share curricular and/or	**Sharing and Partnership:** The charter provided assurances and descriptions of work related to sharing resources and practice.

		instructional resources and/or 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/regulation are rated as "Meets."	All criteria of this indicator have been rated "Meets Expectations" with the exception of 3.27 which was rated "Does Not Meet."

		AND No more than one criterion not associated with Federal law/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)	**Does Not Meet Expectations**	An unresolved material violations of law, regulation, rule or requirement as described in	**Annual Budget Submission/ Revisions:** The charter complied with budget submissions.

		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 the school's auditors determined the school had two significant deficiencies. **Single Audit:** N/A

Charter School Annual Performance Report
The Greene School | 2017-18

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Approaches Expectations**	1.A.1 is rated as "Approaches" and 1.A.2 is rated as "Exceeds," "Meets" or "Does Not Meet."	The School's star rating was 2-stars and the school did not 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 Math. The weighted average proficiency of enrolling districts in ELA is within the charter school's performance range.

Subject	School's Proficiency	Margin of Error	Low Range - Margin of Error	High Range + Margin of Error	Weighted Average of Enrolling Districts
ELA	43%	6.83%	36.2%	49.8%	48.0%
Math	20%	5.52%	14.5%	25.5%	28.8%

1.B.2 English Language Proficiency	**Not Rated**		The school did not have enough EL students to make an accountability determination for this criterion
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 two points for growth in ELA, with a growth index of 1.07 out of 2 and one point for growth in Math, with a growth index of 0.84 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."	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 was 1.50
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 65.62
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.73
1.4 Total Margin & 3-Year Aggregate Total Margin	**Approaches Expectations**	Aggregated three- year total margin is negative OR The most recent year total margin	The most recent year's total margin was -0.003. The three year aggregate margin was 0.0338

		is negative.	
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 or Exceeds Expectations."
2.1 Organizational School-Specific Goals	**Not Rated**		School-specific goals were not established 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	**Student Attendance:** The school's attendance rate was 95.34%, greater than 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.

		least 50% of available seats for the current 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.	**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 statewide communities.
2.4 Dissemination	**Meets Expectations**	There is evidence that the school shares or attempts to share curricular and/or instructional resources and/or best practices	**Sharing and Partnership:** The charter provided assurances and descriptions of work related to sharing resources and practice. Specifically, the charter has secured grant funding to work with Coventry Public schools on assessment development and curriculum planning.
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	**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/**

		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.	**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	**Approaches Expectations**	Two or more Criteria are rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets Expectations," with the exception of or 3.3 and 3.26 which were rated "Does Not Meet."
Student Rights (3.1 - 3.5)	**Does Not Meet Expectations**	3.3: An unresolved material violations relating to Title III, R.I.G.L 16-54 and related regulations, 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:** An outstanding issues was identified as reviewed by the Office of Student, Community and

			Academic Support related to the school ensuring all students are being screened, serviced, and assessed for language needs. **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). 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. **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)	**Does Not Meet Expectations**	3.26: The school's auditors determined the school had "significant deficiencies, or equivalents."	**3.20: Annual Budget Submission/ Revisions:** The charter complied with budget submissions. **3.21: Quarterly Financial Reporting:** The charter complied with Quarterly financial reports. **3.22-3.23: UCOA Reporting:** The charter complied with required UCOA reports and AUP Audit. **3.24-3.27: Annual Financial Audit:** The charter's audit was unqualified/unmodified. A management letter did identify one

			significant deficiency (criterion 3.26) related to internal control over compliance. **3.28: Single Audit:** N/A

Charter School Annual Performance Dashboard
The Greene School | 2018-19

Primary Indicator: Academic Performance - School Performance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Meets Expectations**	3-star school OR 4-star school that is not at the 5-star level for both Achievement and Growth	The School's star rating was 3-stars and the school did not 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	**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	**Approaches Expectations**	For 1.1, 1.2, 1.3, 1.4, and 1.5, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches" or "Meets."	Criteria 1.1, 1.2 and 1.4 were rated "Approaches," all others were rated "Meets." 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	**Approaches Expectations**	Current ratio is between 0.9 and 1	Current ratio was 0.95
1.2 Unrestricted Days of Cash	**Approaches Expectations**	School has between 15 days and 30 days of unrestricted cash	Unrestricted days of cash on hand was 33.25 and the one-year trend was negative.

		OR School has between 30 and 60 days of cash and one-year trend is negative.	
1.3 Debt to Asset Ratio	**Meets Expectations**	School's debt to asset ratio is less than 0.90	Debt to asset ratio was 0.79
1.4 Total Margin & 3-Year Aggregate Total Margin	**Approaches Expectations**	Aggregated three- year total margin is negative OR The most recent year total margin is negative.	The most recent year's total margin was -0.001. The three-year aggregate margin was 0.032
1.5 Debt Service Coverage Ratio	**Meets Expectations**	The school's debt service coverage ratio is greater than or equal to 1.1	The debt service coverage ratio was 3.14

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," with the exception of 2.2.
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 engages parents and families --- Fewer 80% of students in non-break grades return to school the next year.	**Student Attendance:** The school's attendance rate was 90.68%, 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.
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:** There is evidence from document review and the renewal site visit that the school tracks attrition data and reviews it with the board through a Head of School report. **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 sending communities across the state. The current student body represents 22 RI cities or towns.

2.4 Dissemination	**Exceeds Expectations**	There is evidence that the school shares curricular and instructional resources and best practices with multiple partners through multiple modalities.	**Sharing and Partnership:** Document review and the renewal site visit demonstrated that the school implements multiple actions to share best practices and resources. Throughout the year, student expeditions often incorporate projects where sharing resources with other schools is built into the project. The Head of School leads a community of practice with the EL school network. The school maintains and ongoing working relationship with two districts sharing the school's environmental chemistry and math curriculum and instruction program. The school also collaborates with a network of six urban environmental public high schools.
2.5 Board and Leadership Quality	**Meets Expectations**	The board and school leader engage in strategic and continuous improvement planning by setting, and regularly monitoring progress relative to: student academic success, priorities that are aligned with the school's mission, and educational philosophy. AND The board and school leader have and implement clear and well-understood systems for decision-making and communication processes. AND There is evidence that the Board holds the school leader accountable.	**Board & School Leader Continuous Improvement**: There is evidence from document review and the renewal site visit that the board and school leader are regularly monitoring progress related to student's academic achievement and charter's strategic priorities. **Board & School Leader Have Systems for Decision-making/ Communication:** There is evidence from document review and the renewal site visit that the board uses a committee structure to facilitate policy and decision-making. The board delegates day-to-day management to the Head of School while the board manages the policies. **Board Holds School Leader Accountable**: There is evidence from document review and the renewal site visit that the board holds the Head of School accountable through a designated committee annually.

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Sustainability Indicator 3: Compliance

Indicator / Criteria	School's Rating	Rubric Rating Description	School Rating Detail
Annual Rating	**Approaches Expectations**	Two or more Criteria are rated as "Does Not Meet."	All criteria of this indicator have been rated "Meets Expectations," with the exception of or 3.3 and 3.5 which were rated "Does Not Meet."
Student Rights (3.1 - 3.5)	**Does Not Meet Expectations**	3.3: An unresolved material violations relating to Title III, R.I.G.L 16-54 and related regulations, as reviewed by the Office of Student, Community and Academic Support. 3.5 There is evidence the school does not appropriately utilizes the RI enrollment lottery application AND/OR has not submitted the charter school applicant report AND/OR does not have policies/ procedures in place to ensure a fair and equitable lottery system.	**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:** An outstanding issues was identified as reviewed by the Office of Student, Community and Academic Support related to the school ensuring all students are being screened, serviced, and assessed for language needs. The school is working with RIDE to create a corrective action plan to resolve these issues and implement appropriate English language development supports and services. **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. However, in January 2019, the charter's board updated the school's enrollment policy, adjusting the response window for accepted students from 15 to 10 days, out of compliance with Charter School Regulations 200-RICR-20-05-2, section 2.6.3 (A).
Employee Management (3.6 - 3.8)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance	**3.6: Educator Certification:** A review of certification compliance identified no outstanding issues. **3.7: HR Procedures:** There is evidence from document review and the renewal site visit of documented employee rights and

		indicator.	procedures in the staff handbook. **3.8: Educator Evaluation:** A review of educator evaluation data identified no outstanding issues.
Health and Safety (3.9-3.12)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.9: Facility Documentation & Assurances:** The charter provided 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 student and staff handbooks with documented safety procedures, as well as discipline policy that includes a restorative justice approach.
Educational Program (3.13-3.16)	**Meets Expectations**	No unresolved material violations of law, regulation, rule or requirement as described in the Compliance Performance indicator.	**3.13: Educational Program:** There is evidence from document review and the renewal site visit that the school is practicing the essential educational program components defined by its charter and following state and federal requirements. **3.14: Curriculum Standards:** There is evidence from document review and the renewal site visit that curricula is aligned to statewide standards. **3.15: Data Reporting:** No outstanding issues were identified in education related reporting. **3.16: School Day/Length Policy:** There is evidence from document review and the renewal site visit that the school has adopted and implemented these policies.
School Leadership (3.17-3.19)	**Meets Expectations**	No unresolved material violations of law, regulation, rule	**3.17: Open Meetings and Ethics Policy:** There is evidence from school assurances, document review, and the renewal site visit

		or requirement as described in the Compliance Performance indicator.	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)	**Meet 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 all previous significant deficiencies or weaknesses were resolved for FY18. **3.28: Single Audit:** N/A