U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

84.282A CSP Grants to State Entities

CFDA # 84.282A

PR/Award # U282A170024

Gramts.gov Tracking#: GRANT12401905

OMB No. , Expiration Date:

Closing Date: May 18, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

OMB Number: 4040-0004
Expiration Date: 10/31/2019

Application for Federal Assistance SF-424

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 05/18/2017

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Rhode Island Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): [redacted]

* c. Organizational DUNS: [redacted]

d. Address:

* Street1: 255 Westminster Street
Street2:
* City: Providence
County/Parish:
* State: RI: Rhode Island
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 02903-3400

e. Organizational Unit:

Department Name: College and Career Readiness

Division Name: Innovation

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.
* First Name: Paula
Middle Name:
* Last Name: Barney
Suffix:

Title: Charter School Coordinator

Organizational Affiliation:
Rhode Island Department of Education

* Telephone Number: [redacted]
Fax Number:

* Email: [redacted]

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-032717-002

* Title:

Office of Innovation and Improvement (OII): Expanding Opportunity through Quality Charter Schools Program (CSP): Grants to State Entities CFDA Number 84.282A

13. Competition Identification Number:

84-282A2017-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Rhode Island Charter Schools Program Grant: Increase number of high quality charter schools, improve quality and efficiency of authorizing to reduce barriers, and foster charter-district partnerships

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant RI-all

* b. Program/Project RI-all

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2017

* b. End Date: 09/30/2022

18. Estimated Funding ($):

* a. Federal	675,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	675,000.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .

☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Mr.

* First Name: Brian

Middle Name: J

* Last Name: Darrow

Suffix:

* Title: Director Office of Collage & Career Readiness

* Telephone Number: [redacted]

Fax Number:

* Email: [redacted]

* Signature of Authorized Representative: David H Luther

* Date Signed: 05/18/2017

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 06/30/2017

Name of Institution/Organization

Rhode Island Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	12,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	500.00	500.00	500.00	500.00	500.00	2,500.00
6. Contractual	36,500.00	36,500.00	151,500.00	151,500.00	26,500.00	402,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	600,500.00	1,200,500.00	1,800,500.00	1,200,500.00	600,500.00	5,402,500.00
9. Total Direct Costs (lines 1-8)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
10. Indirect Costs*	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2016 To: 06/30/2019 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is [redacted] %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 9.10 %.

PR/Award # U282A170024

[redacted]

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Rhode Island Department of Education		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
David H Luther	Director Office of Collage & Career Readiness
APPLICANT ORGANIZATION	DATE SUBMITTED
Rhode Island Department of Education	05/18/2017

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
4040-0013

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Rhode Island Department of Education

** Street 1* 255 Westminster Street *Street 2*

** City* Providence *State* RI: Rhode Island *Zip* 02903

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
U.S. Department of Education, Innovation

7. * Federal Program Name/Description:
Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* n/a *Middle Name*

** Last Name* n/a *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** David H Luther

***Name:** *Prefix* Mr. ** First Name* Brian *Middle Name* J

** Last Name* Darrow *Suffix*

Title: Director Office of College & Career Readiness **Telephone No.:** [redacted] **Date:** 05/18/2017

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

GEPA_Section_427.pdf | Add Attachment | Delete Attachment | View Attachment

Rhode Island Charter Schools Program Grant

GEPA Section 427 Statement

Rhode Island General Law 16-77-6.1 provides that priority consideration be given to charter public school applications designed to increase the educational opportunities of educationally disadvantaged students and at-risk pupils. CSP funding will prioritize subgrant applicants that focus on serving educationally disadvantaged students.

Educationally disadvantaged students or their families may have difficulty in determining the best charter school option available to them or may not be aware of new school options that become available to them because they lack the resources to access information about charter school options.

CSP grant funding will support the development and publication of a parent-friendly information regarding the quality of each charter school and the promotion of high quality options for underserved communities by implementing a multi-language, single application and enrollment process for all charter schools in the state. An additional description of how the Rhode Island Charter Schools Program Grant will increase the educational opportunities for educationally disadvantaged students is provided in Competitive Priorities 6 and 7, and Selection Criteria B, C and G.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Rhode Island Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mr. * First Name: Brian Middle Name: J

* Last Name: Darrow Suffix:

* Title: Director Office of Collage & Career Readiness

* SIGNATURE: David H Luther * DATE: 05/18/2017

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

OMB Number: 1894-0007
Expiration Date: 08/31/2017

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Paula		Barney	

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Email Address: [redacted]

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: RICSP_AbstractNarrative.pdf | Add Attachment | Delete Attachment | View Attachment

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

Ken Wagner
Commissioner

Rhode Island Department of Education
FY2017 Application for Grants under the Charter School Program (CFDA Number 84.282A)

Abstract Narrative

Although Rhode Island may be the nation's smallest state, Rhode Island charter schools possess the nation's largest impact in terms of student achievement. According to a 2013 study by the Center for Research on Education Outcomes, Rhode Island charter schools provide the largest learning gains in terms of additional days of learning in reading and math when compared to their traditional public school counterparts.

Due to this significantly large impact, demand from families to participate in one of these high-quality opportunities significantly outpaces the available supply. For the 2017-18 school year, more families submitted charter lottery applications (8,651) than the totality of all students who enrolled in a charter school during the 2016-17 school year (8,087). Furthermore, the significant majority of these applications were from families of educationally disadvantaged students, with more than 86% of all applications coming from students in Rhode Island's core urban districts.

Rhode Island Department of Education's (RIDE) proposed ***Rhode Island Charter Schools Program (RICSP)*** will deliver on the promise of ensuring that all Rhode Island students, irrespective of their zip code or socioeconomic status, have access to a high-quality education.

The RISCP will deliver on this promise by accomplishing the following three objectives:

Objective 1: Increase the number of high-quality educational opportunities for Rhode Island's most educationally disadvantaged students.

Objective 2: Improve the quality and efficiency of RIDE as Rhode Island's sole charter school authorizer; thereby, enabling RI charters to better focus on student achievement, and reducing barriers for RI charters to increase the number of high-quality educational opportunities.

Objective 3: Foster partnerships among existing charter schools and traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.

Through the RICSP, RIDE will support the ambitious and responsible growth of nine (9) new charter schools over the course of the grant. Assuming an average of 300 students per school, this growth corresponds to an increase of available seats by 33% when compared to Rhode Island charter sector's 2016-17 enrollment. Further, RIDE will leverage the RICSP to enhance the efficiency of RIDE as an authorizer and efficacy of collaboration between charter schools and traditional districts, ensuring that all students are able to receive a high quality education.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** RICSP_Project_Narrative.pdf

Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

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Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

Rhode Island Department of Education
FY2017 Application for Grants under the Charter School Program
(CFDA Number 84.282A)

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Competitive Priority 1: Periodic Review and Evaluation

Rhode Island implements rigorous charter school authorization and oversight policies and processes that ensure public accountability. The Council of Elementary and Secondary Education (the Council, formerly the Board of Regents) is the only charter authorizer in Rhode Island. Pursuant to Rhode Island general law (R.I.G.L. 16-77-5.1) the maximum amount of time the Council may establish or continue a charter is up to five years. Further the Rhode Island Department of Education (RIDE) and the Charter Team in the Office of College and Career Readiness (OCCR) support the Council in its capacity as sole authorizer of charter schools in Rhode Island. Additionally, statute provides the Council authority to review the charter every term and designates the Commissioner to promulgate rules and regulations for those reviews.

The review cycle is further specified in the Charter Template completed by each school prior to its presentation to the Council for approval (see Appendix F1, Charter Template). The regulations provide the authority to the Commissioner to set academic and organizational performance goals. R.I.G.L 16-77-3.1 grants further authority to the Commissioner to promulgate rules and regulations under chapter 16-77 for the creation, operation and process for rescission of a charter public school.

The Charter School Performance Review System (see Appendix F2, Charter School Performance Review System Handbook) is a framework used by the Charter Team and the Commissioner to inform the Council of the annual performance of each charter school, as well as to prepare for charter school renewal decisions. The current system is a result of a year of research, engagement, and development, in partnership with a committee of charter school practitioners and the National Association of Charter School Authorizers. A draft of the system was reviewed and adopted by the Council at the September 20, 2016 meeting. Subsequently, the Charter team

presented a high-level report of charter school performance for the 2015-16 school year to the Council on April 18, 2017 using the performance system. This report focused on the process used to create the report and the ways the system informs the renewal process. Finally, RIDE staff had the opportunity to address more in-depth follow up questions the Council had regarding the report during the May 9, 2017 Council meeting.

The primary indicator in the Charter School Performance Review System, the Academic Performance Indicator, is designed to gauge the success of a school's educational program. Consistent with Rhode Island state law regarding charter schools, the academic success of the school is explicitly stated to be weighted most heavily in the decision to renew a charter. The Academic Performance Indicator is aligned to the school's performance in the state accountability system and school-specific academic goals to determine if the school is a high-performing school. Additional performance indicators include Financial (short-term performance and long-term sustainability); Organizational (quality of the management and structure of the institution); and Compliance (legal and regulatory responsibilities.)

These indicators are evaluated each year in the form of annual performance reports to the Council. These annual reports serve as progress monitoring for the Council and play an important role in renewal decisions. During the penultimate year of the charter's term a renewal process begins, differentiated based on the performance of the school over the course of the term. Upon completion of the renewal process, a final renewal report and recommendation summarizes the findings from the renewal visit and provides a performance overview for each indicator. It with this information that Commissioner recommends a charter for renewal, renewal with conditions, or non-renewal (see Appendix F2 Charter School Performance Review System Handbook).

In addition to authorizing new charters and five-year renewals of existing charters, R.I.G.L 16-77-5.1 provides the statutory authority to the Council to revoke the charter at any time for not meeting its educational objectives, materially violating the provisions of its charter, or failing to demonstrate academic success, organizational success and financial viability. This revocation procedure is detailed in regulations. The charter annual performance framework reviews will help inform if such revocation were to take place during the interim of a charter beyond the renewal decisions at the end of the five year charter. The Commissioner can place a charter school on probation in order for the school to meet its deficiencies and demonstrate improvement, with revocation being the result of failing to meet the requirements set forth in Rhode Island charter statutes and regulations. It is under these laws and regulations that RIDE and OCCR manage a rigorous annual review process and cyclical renewal review process that lay the foundation for the Commissioner and Council to take appropriate action and impose meaningful consequences on a charter (see Appendices F3 for relevant excerpts from Rhode Island Charter Statute and F4 for the Rhode Island Charter Regulations).

Competitive Priority 2: Charter School Oversight

The Council as the sole authorizer of charter schools in Rhode Island, requires that each charter school: operates under a legally binding charter; conducts annual, timely independent audits; and demonstrates improved academic achievement. The Council uses student achievement as one of the most important factors when determining a charter renewal or revocation. These requirements are spelled out in state statute and regulation as described below.

Operate under a legally binding charter**:** The Regulations Governing Rhode Island Public Charter Schools, promulgated by the Council, specify the requirements and tasks a school must complete to obtain final approval. One is the development of a final charter that includes all statutory

requirements based on the type of charter school in R.I.G.L 16-77.2-2 for District Charters, 16-77.3-2 for Independent Charters, and 16-77.4-2 for Mayoral Academies. Statute requires that each charter include a governance, administration and financial and operational plan. The regulations further specify the charter will include an accountability plan with school-specific academic and operational goals as well as student academic performance and operational goals set by the Commissioner (see Appendices F3 Excerpts from RI Charter Statute and F4 Charter School Regulations).

In the past, the legally binding contract between the school and the Council was solidified in the charter approved by the Council. Since the start of the 2015-16 review and approval cycle, RIDE began implementing a templated charter form to be used for all new charter schools and all renewals. This document serves to: 1) reaffirm requirements in existing statute and regulation; 2) clarify which elements of the proposed charter remain obligatory during the course of the charter term, 3) customize school-specific mission and goals and 4) describe how to implement certain requirements. New schools that opened in fall 2015 and any schools that were renewed starting in 2015-16 received a final charter document, along with the approval of their complete charter proposal or renewal report. Each final charter document is approved by the Council and signed by the Commissioner and Council Chair. RIDE will initiate this common charter template for all charters by the end of the 2017-18 school year (see Appendix F1, Charter Template).

Demonstrate improved academic achievement**:** Each charter school must demonstrate high levels of student academic achievement as required in the charter's accountability plan, and meet rigorous goals set by the Commissioner for the quality of the charter school's educational program. These goals include demonstrating improved academic performance when compared to the communities in which the students would have otherwise enrolled and when compared to the

statewide accountability system. The statewide accountability system includes measures of overall proficiency on the statewide assessment and other measures such as achievement gaps and growth. Regulation explicitly states that the decision to renew a charter shall be based on: a) the success of the school in meeting the goals for increasing students achievement for all groups of students (including economically disadvantaged, racial and ethnic groups, students with disabilities, and students with limited English proficiency); b) affirmative evidence of the viability of the school as an organization; and c) the faithfulness of the school to the terms of its charter. Most importantly, provision (a) shall be weighted most heavily in the Council's decision to renew a charter. Further, the Council has statutory authority to revoke a charter if the charter has not demonstrated overall success in making substantial progress in improving student achievement and in providing the management and leadership necessary to establish a thriving, financially viable charter school (see Appendices F3 Excerpts from RI Charter Statute and F4 RI Charter School Regulations).

Conduct annual, timely independent audits: Statute mandates that all charter schools adhere to financial record keeping, reporting and auditing requirements and procedures as required by the Department of Elementary and Secondary Education. Annual, independent audits are part of the required financial reporting and each charter must submit them within six months of the close of each fiscal year. RIDE works in partnership with the Office of the Auditor General to collect, review and follow up on each charter's annual audit (see Appendix F5 Financial Reporting Guidelines).

Competitive Priority 3: Non-LEA Charter Authorizer

The Council acts as the sole authorizer of charter schools in Rhode Island. Rhode Island, therefore, meets component (a) of this priority. The State serves as one non-local education agency entity that is authorized to serve as a public chartering agency for developers seeking to open a

charter school. Further, state statute requires that RIDE hold a hearing after denying or prior to non-renewing or revoking a charter. RIDE also meets this competitive preference priority by virtue of the availability of a due process appeals hearing to any charter applicant denied a charter. Pursuant to RIGL 16-39-1 and 16-39-2 (see appendix F6, Excerpts from other RI General Laws), any party aggrieved by any decision issued under the education laws of the state has the right to an appeal. This appeals process is available to charter school applicants that were denied approval during the formal review process.

Competitive Priority 4: Equitable Financing

RI § 16-77.2-5 directs that all RI charter schools are funded using the same state funding methodology and timeline (12 monthly payments) as traditional public schools, as identified in § 16-7.2-3 (see appendix F6, Excerpts from other RI General Laws). In FY17, the state aid funding formula (see Appendix F7, FY2017 Formula Supporting Calculations) guaranteed for all schools – charter and traditional alike - $8,979 in core instruction funding for each pupil and $3,592 for each free- or reduced-lunch eligible student.

RI § 16-7.2-5 also guarantees equitable local funding for all charters, paid directly by each district in which a charter student resides. The local, per-pupil cost is calculated "by dividing the local appropriation to education from property taxes, net of debt service, and capital projects, as defined in the uniform chart of accounts by the average daily membership for each city and town." Starting in FY17, local districts were eligible to reduce the local-per pupil payment for unique costs borne specifically by traditional districts (ex: district provided transportation for students to attend nonpublic or parochial schools). This reduction is equal to the greater of 7% or the per-pupil average of the district's unique costs. Charters receive four quarterly payments of local tuition funding, consistent with the timeline of local funding for other state schools.

In addition, all RI charters are eligible to receive equitable federal funding as if it were a school district. RI § 16-77.2-5, § 16-77.3-5, and § 16-77.4-5 all identify that each charter type, "…Shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district." Charter schools receive federal funding reimbursements in the exact same timelines as local districts.

Competitive Priority 5: Charter School Facilities

Pursuant to § 16-77.1-5 and § 16-77-4.1, Rhode Island charter schools are eligible to seek state funding for facilities through Rhode Island's school housing aid and School Building Authority Capital Fund. Through this fund, Rhode Island charter schools seek reimbursement funding for facilities project that meet RIDE's School Construction Regulations. If the application is approved by the Council, then charter schools are eligible to seek reimbursement up to 30% of the approved facility costs. To date, approximately one-third (8) of Rhode Island's charter schools have been allocated ~$47MM worth of facilities funding. As recent as the May 9, 2017 Council meeting, the Council approved two charter facility applications, totaling $1.8MM in facility reimbursements.

Competitive Priority 6: Best Practices to Improve Struggling Schools

As mentioned in Objective 3, RIDE seeks to foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students. This focus is reinforced by statute which intends charter schools to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education 2 (see appendix F6, Excerpts from other RI General Laws). Further, the revised charter school

performance framework includes dissemination and partnerships as a criterion when evaluating the organization and leadership of the charter (see Appendix F2, page 24 of the Charter School Performance Review System Handbook). This criterion directly connects to the intent for RI charter schools, as laid out in statute, to encourage the promotion of lessons learned and best practices across the K-12 field. These partnerships will help benefit more educationally disadvantaged students in both charter and traditional district schools.

RIDE has served as a leader in promoting partnerships between traditional districts and charter schools by beginning this work under the previous CSP grant. RIDE acted as the connector between high-performing charter schools and schools that have been identified for federal intervention. Four subgrants were awarded to charter schools with diverse proposals ranging from developing dual language programming to developing capacity of instructors to grow a college-going culture at a school with high rates of low-income students. Each proposal met the three priorities of the dissemination grant: 1) Include in the partnership Rhode Island public school(s) currently classified as "focus" or "priority" under the Rhode Island system of accountability [or will be classified as schools in need of comprehensive support and improvement once RIDE adopts its ESSA state plan]; 2) Increase the impact of successful leadership and instructional practices for students with disabilities and students learning English; and, 3) Establish or strengthen a partnership that leverages the expertise and resources of both charter and non-charter participants to achieve mutually beneficial objectives. RIDE worked in partnership with the Rhode Island Foundation in these efforts, whose education grant-making has supported several partnerships between public charter schools and traditional district schools, in publicizing this grant opportunity. Some of these funded initiatives that directly leveraged dissemination from charter schools to help educationally disadvantaged students at struggling schools include:

- Blackstone Academy Charter School, in partnership with the Central Falls School District and Central Falls High School, grew and supported the college-going culture and college-access infrastructure at both Blackstone Academy and Central Falls High. Building on the experience of Blackstone Academy, the partnership built collaborative staff training and participation at all levels, college visits and classroom initiatives for students at each school, and engagement and school-visit opportunities available to parents.
- Blackstone Valley Prep (BVP) Mayoral Academy Middle School partnered with the Central Falls School District and the Calcutt Middle School to support and expand the collaboration between BVP and the Central Falls School District in the critical area of mathematics instruction in middle school. The project created a partnership between BVP and the Calcutt Middle School teachers and leaders to share and learn strategies for how best to support all learners and to build on the success BVP has achieved in curriculum implementation and differentiation to improve achievement in mathematics.
- The Paul Cuffee School strengthened its relationship with the Providence Public Schools, specifically Central High School, through a project focused on expanding evidence-based argumentation instructional practices. The project centered on Common Core Anchor Standard competencies in reading and writing by building on an existing partnership with the Rhode Island Urban Debate League. The project created a community of practice among teachers from each school to provide unique learning experiences and professional development.

These efforts have helped further spur charter related organizations to collaborate with traditional district counterparts in low-performing schools. For example, the Rhode Island Mayoral Academies have become a national leader in facilitating district-charter collaboration with technology-based personalized learning.

Per Selection Criteria B, Objective 3 of this application, RIDE will require all subgrant applicants to include dissemination of best practices as part of the subgrant application. Each subgrant application will need to include the specific dissemination activities that the grant funds will help facilitate. For all subgrant application awards, RIDE will:

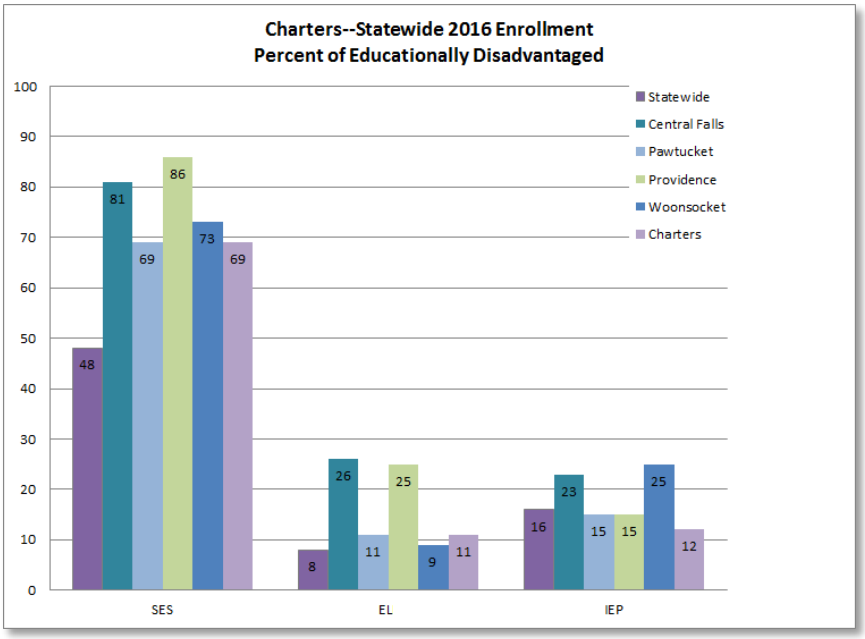
1. Prioritize applicants who focus on partnerships with districts and schools that have struggled with academic achievement, demonstrated persistent achievement gaps and/or served large percentages of educationally disadvantaged students;
2. Require applicants to demonstrate evidence-based results of the practices and processes they are looking to share and disseminate; and,
3. Include highlights of activities in an annually published charter school report.

Additionally, the Council has requested regular updates from RI charters schools of strategies used to share best practices with struggling schools and local educational agencies. With the RICSP, dissemination efforts such as these would be both encouraged and funded.

Competitive Priority 7: Serving At-Risk Students

A key objective of RISCP will be focused on increasing the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students. Serving educationally disadvantaged students is a foundational pillar of RI's charter school system. Per RIGL §16-77-3.1 "At least one-half (1/2) of the total number of charter public schools in the state shall be reserved for charter school applications which are designed to increase the educational opportunities for at-risk pupils. " Further, RIGL §16-77-3.1 states that one of the purposes of charter schools in RI is to "increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as educationally disadvantaged and at-risk." For the first time as part of the charter application process in 2016, RIDE set an

established authorizing preference for charter schools serving educationally disadvantaged students. The figure below shows Rhode Island's four urban districts which serve



disproportionately higher percentages of at-risk students. Charters serve similar percentages to the urban district averages and a higher proportion when compared to the statewide average. These groups are students who qualify for Free or Reduced Price Lunch (FRL), English Learners (EL) and students with disabilities (IEP). With similar student demographics, RI charter schools have a track record of providing high-quality student outcomes.

The 2013 National Charter School Study published by the Center for Research on Education Outcomes, found that students who attend charter schools in Rhode Island, gain, on average, 86 days of additional learning in reading and 108 additional days of learning in math. This accounts for the strongest relative performance of a charter sector in any state analyzed.[1]

By setting this standard, RIDE will support that growth of high-quality charters with

[1] Center for Research on Education Outcomes, Stanford University (2013). National Charter School Study. Retrieved from credo.stanford.edu

innovative practices for dropout prevention, dropout recovery and comprehensive career counseling services. The RI charter school sector has a key track record of fostering innovating models that directly target and serve at-risk students. For example:

- Sheila "Skip" Nowell Leadership Academy opened in 2013 with a specific focus on serving pregnant, parenting and underserved teens. Nowell seeks to ensure that barriers that have historically impeded at-risk students from success in high school are lifted through strong student supports and result in higher student attendance and achievement. Support programs include flexible schedules, daycare services, transportation and counseling for dropout prevention. Nowell engages in community partnerships with local daycares to ensure childcare openings are available for its pregnant, parenting, and underserved teens. Nowell also partners with local community organizations such as Boys Town New England, to provide parenting classes as part of its curriculum.
- The NEL/CPS Construction Career Academy students are directed into career focused areas of learning as a means of re-engagement, preventing drop-out, and ensuring that students are graduating on-track towards a high-skill, high-demand job. Students experiment and explore curricula that are 21st Century, "real-world" problems. Students link subject matter directly to their lives out of school and prepare for a demanding market. Students that would otherwise be at-risk of drop out are afforded the opportunity to participate in externships. NEL/CPS Construction Career Academy engages in community partnerships that widen the network of influence all students. The mentor/mentee relationships that are formed with community partners are especially effective for at-risk youth in need of dropout prevention and dropout recovery.

Competitive Priority 8: Best Practices for Charter Authorizing

As mentioned in previous sections, the Rhode Island Department of Education is the sole authorizer for charter schools. Despite being RI's sole charter authorizer, RIDE has taken and will continue to take active steps to improve its overall charter authorizing practices. In the summer of 2016, the charter school office within RIDE became part of RIDE's Office of College and Career Readiness. During this transition, OCCR staff conducted a self-analysis of RIDE's current authorizing practices against NACSA's 12 essential recommended practices for charter authorizing. Based on this self-analysis, RIDE identified and began to initiate strategies to improve itself as an authorizer along 7 of these 12 essential practices.

Essential Practice #3 - Contracts: RIDE is implementing a common charter contract for all RI charters within the 2017-18 school year (see Competitive Priority #2 for more information).

Essential Practice #4 - Application Criteria: RIDE has adopted an evaluator's guide for all evaluators reviewing applications for starting or expanding a charter school. Application criteria for an expansion were documented for the first time in fall 2016 (see Appendix F8, RIDE Evaluator's Guides for Expansions and New School Proposals). The evaluator's guide includes established, documented criteria for the evaluation of charter applications. The criteria standards measure the overall standard of quality for each section of the proposal. Such criteria includes ensuring that each school has a plans for the transportation needs of their students. Applicants received a copy of their evaluation, indicating whether or not they met each specific criteria, including cited evidence and rationale for the rating.

Essential Practice #5 - Application Timeline: In 2016, RIDE conducted separate application processes for new charters compared to expansions. For the 2017 application process, RIDE unified these two processes into a cohesive RFP for new charter seats. This unified RFP leverages

identical deadlines and timelines with one another. RIDE published these common timelines on its website as well as in the RFP (see appendix F9 for the 2017 Request for Proposals for New Student Seats Timetable.

Essential Practice #6 - Application Interview: Starting in the 2016 application process, RIDE conducted a capacity interview as part of the application process for all new charters and expanding charters. For expanding charters, board and school leadership were requested to be part of the interview process – irrespective if the request was for 50 new students to 2,000 new students.

Essential Practice #7 - External Expert Panel: As part of the 2016 application process, RIDE decided to solicit an external evaluator to conduct application evaluations. RIDE looked for evaluators with a national track-record of success in assisting authorizers with evaluations, as well as expertise in evaluating academic, fiscal, and operational performance for charter schools. After soliciting bids, RIDE contracted with SchoolWorks, LLC for the evaluations. Evaluations were conducted by SchoolWorks for any new charter proposal or any expansion proposal that would result in a new school.

Essential Practice #10 & #12 - Renewal Criteria and Annual Report: RIDE has worked in conjunction with NACSA and charter school leaders to develop and implement a new charter performance review system (see Appendix F2 Charter School Performance Review System Handbook). This system contains annual ratings for criteria based on a school's academic, organizational, financial, and compliance performance. Schools receive an annual report that provides a detailing of their performance across each of these indicators. The school's annual performance then informs a transparent, objective, and differentiated renewal process and recommendation. Please see Competitive Priority #1 for more information about the charter school performance handbook and review system. RIDE implemented this performance system in spring

2017, providing all charters with annual reports for their 2015-16 performance. Further, RIDE is leveraging this system to inform the renewal process and recommendations for schools with their charter expiring at the end of the 2017-18 school year.

Selection Criteria A: Flexibility

Administrative Relationship Between Authorizer (RIDE) and Charter Schools: Rhode Island's charter statute (RIGL §16-77) meets the selection criteria in this area and allows charter schools flexibility in a number of fiscal and governance areas in exchange for accountability for student academic performance. The law establishes a direct relationship between RIDE and each charter school's board of trustees, and grants tremendous freedom to make the critical decisions that drive the school's instruction and operation. Charter schools can organize themselves around a core mission or instructional approach, recruit and set terms for high quality staffing that shares a common mission and can be free of collective bargaining restrictions, control their own financial resources, and structure their school day and calendar.

Autonomy Over Curriculum: All types of charter schools, including district charter schools, have autonomy over their curriculum and any educational tools they choose to use in implementing their curriculum. Charter high schools must adhere to state regulation for graduation requirement minimums in core subject areas and all curriculum must align to state adopted standards. Autonomy in Staffing: Charter schools possess the freedom under State law to deploy their personnel in creative, program-centered ways, provided they maintain compliance with Rhode Island's certification requirements (see Appendix F10, Certification Redesign – Charter School Certification). Independent charter schools enjoy substantial flexibility supported by charter school statute. They are not restricted by local collective bargaining contracts and are encouraged to staff in response to student-based priorities. In-District charters must negotiate collective

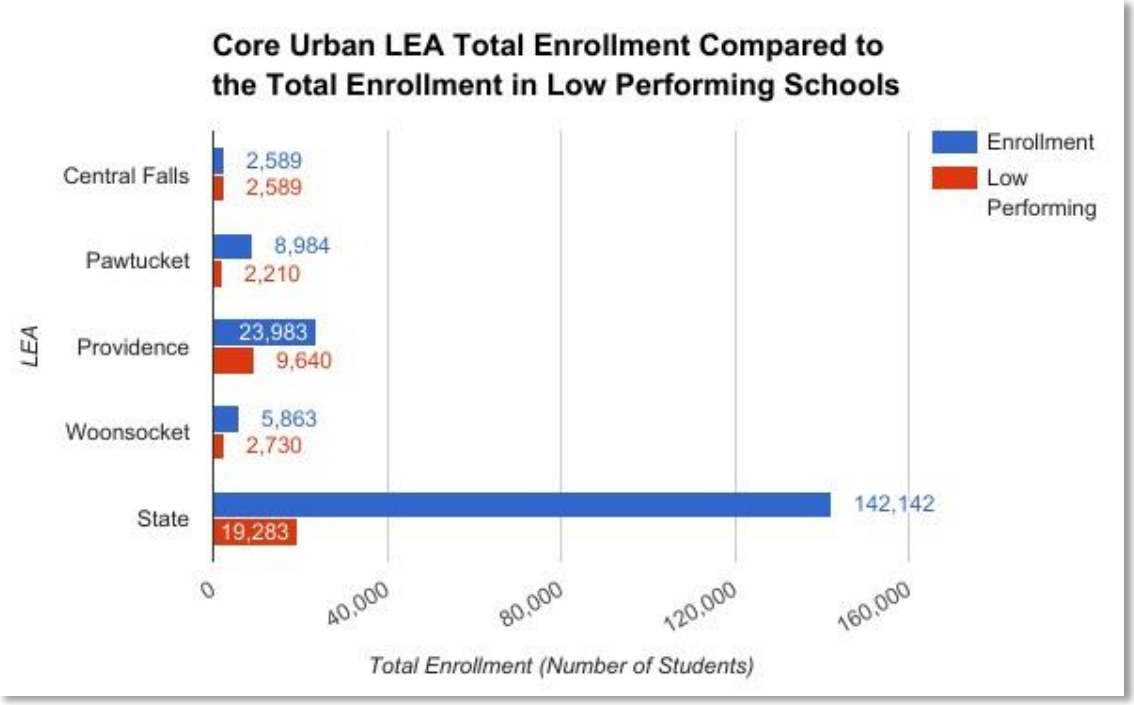
bargaining agreements that make their personnel policies less flexible than non-district charters, but they still maintain substantial flexibility based on their approved design. Mayoral Academies enjoy the statutory freedoms that allow them to develop and deploy personnel in ways that are not restricted by collective bargaining agreements. Mayoral Academies also do not have to respond to the fiscal limitations of the Rhode Island Teacher Retirement programs.

Fiscal Autonomy: As non-profit corporations governed by a Board of Directors or Trustees, charter schools maintain fiscal autonomy in Rhode Island. State funding flows directly to the independent charter or Mayoral Academy school; the schools receive their own allocations for federal entitlement funds. District charters, depending on the federal program and the specific MOU with their district, may or may not have federal funds pass through the district. State funding payments are based on the per-pupil expenditure in the district of residence for each student, and the state/municipal share of that funding is provided on a proportionate basis equal to the state and municipal shares of funding in an attending student's district of residence. It is the responsibility of the individual charter school's Board of Directors or Trustees to approve the school's annual budget and to monitor expenditures and revenues against the approved budget.

Autonomy within Federal Law: Mayoral Academies and Independent Charter Schools are monitored under the same processes that RIDE employs for all LEAs for federal program monitoring (see section C-1-4(h)i in Appendix F4, Charter School Regulations). District charter schools operate under the district and are monitored as part of the monitoring process for their district. Federal program monitoring begins with the review and approval of each LEA's Consolidated Resource Plan (CRP) application. The CRP describes the purpose of federal program resources, how the LEA/school will meet all statutory obligations and explain how the federal program resources will be utilized to address the needs of the target program.

Selection Criteria B: Objectives

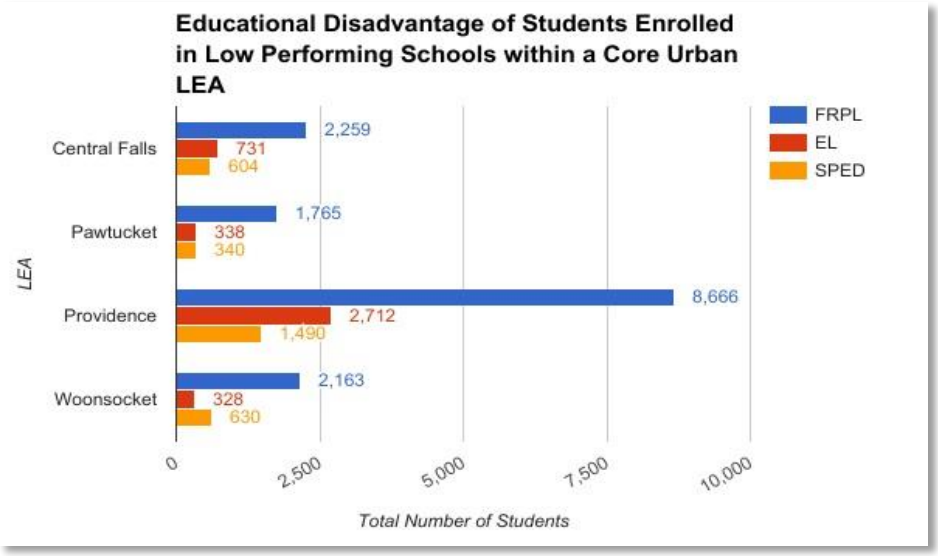
The Rhode Island Charter Schools Program (RISCSP) grant is focused on providing all students, regardless of where they live, access to a high-quality education. Too many of Rhode Island's students attend persistently low performing schools, and these students are largely in educationally disadvantaged student groups—those who qualify for Free or Reduced Price Lunch, English Learners, and students with disabilities. When evaluating RIDE's priorities in increasing high quality education options for students in Rhode Island, it is important to understand where



these efforts will be focused. Currently, the significant majority of students enrolled in low performing schools in Rhode Island are within one of Rhode Island's four core urban centers. Low performing schools are defined as schools in the bottom ten percent of rankings as measured by the RI statewide accountability system, composite index score (see Appendix F11, Rhode Island Accountability System). The figure above shows the number of students in low performing schools and the degree to which they are concentrated in Rhode Island's four core urban districts. A total

of 19,283 students are in low performing school across the state, and 89% (17,169) of them are enrolled in low performing schools within the four core urban districts.

The students enrolled in the lowest performing schools face a number of disadvantages. While the proxy for poverty (FRPL) seems to capture much of the disadvantage students face, a close second is language learning/acquisitions disadvantage (EL students). The figure below shows there is a trend for a high rate of EL-labeled (EL) students in the low performing schools of the 4 core urban LEAs, especially in Central Falls and Providence, where EL-students outpace students with disabilities (SPED). The objectives of the RICSP are grounded in this landscape and will target the needs of students and families.



The RICSP will enable the creation and replication of high quality charter schools and support charter schools in raising student achievement. Rhode Island Charter School Program Grant objectives are to:

1. Increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students.

2. Improve the quality and efficiency of the Rhode Island Department of Education (RIDE) as Rhode Island's sole charter school authorizer; thereby, enabling RI charters to better focus on student achievement, and reducing barriers for RI charters to increase the number of high-quality educational opportunities.
3. Foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.

Objective #1: Increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students.

Through the RICSP, RIDE plans to support the launch of nine new schools over the RICSP's grant period. Rhode Island, although a small state, has had a steady and measured growth of charter schools. Over the last ten years, new charter schools have opened at an average rate of two per year, including both existing charter expansions and new charter approvals. Given recent improvements to the authorization process, RIDE's rigorous and selective authorization process and criteria ensures that only high quality applicants are approved to open or expand. At 30 charter schools operating during the 2016-17 school year, fulfilling this objective of essentially supporting 3 new schools per year over 3 years would both exceed the state historical charter growth and represent a 30% increase of the number of charter schools in the state.

RI families are searching for better options for their children and the RISCSP grant will directly support the creation of more high-quality educational opportunities for students, especially educationally disadvantaged students. A total of 19,283 students are in low performing schools across the state; 17,169 of these students are enrolled in low performing schools within the four core urban LEAs. The impact of these nine schools would be substantial considering there were

more charter lottery applications (15,430 total applications and 8,651 unique applications) for the 2017-18 school year than there were students enrolled in charter schools (8,087) in 2016-17. 86% percent of these applications came from families in Rhode Island's urban core. Despite this high-demand, due to limited availability, RI charters only awarded 1,770 new charter awards. Assuming a conservative estimate of 300 seats per school, fulfilling this objective would mean 2,700 more seats for RI families - an approximately 33% increase of current RI charter enrollment. These increased seats will help meet the educational needs of RI's educationally disadvantaged students, including, but not limited to, students in poverty, students with disabilities, and English learners.

During the past two years, the Council and RIDE purposefully focused on both improving authorization and oversight practices and collaborating with stakeholders to resolve outstanding policy questions for existing charter schools, rather than authorizing new charter seats. As a result of this collaboration, the 2016 legislative session updated the charter school statute to enable two key features that facilitate the authorization of new high-quality charter schools, RIDE implemented a revised charter performance review system, and the application process for new seats was consolidated and focused on serving educationally disadvantaged students.

Legislative changes included defining a "network" charter, establishing a clear "expansion" authorization process for existing schools, and codifying the requirements for ensuring the local support and reviewing the local district impact of a charter (see Appendix F3, Excerpts from RI Charter Statute). A charter that is interested in opening more than one school under a charter now has a clear path to apply as a network charter and fulfill the requirements of local written support from the proposed sending communities. In this way, the Council can proceed with review and potential approval of a network charter, with the known support of the local town or city councils. This process of defining and submitting support means that network charters can apply on the front

end for the entire planned charter. Further, delineating a clear "expansion" process provides a path for existing high-quality schools to pursue the authorization of additional high-quality charter seats, potentially becoming a "network" charter themselves.

Additionally, RIDE has undergone a process of revising and implementing the new charter performance review system, detailed in Competitive Priority 1. This system ensures that every existing charter school receives annual performance evaluations that will serve as a clear benchmark for existing charters to understand if their performance puts them in a position to successfully apply for expansion. The performance review system will be used to help determine which existing charter schools are high quality and will move forward in an expansion review (see Selection Criteria C & F for more details).

Finally, in 2016, RIDE streamlined the application process by including new charter and expansion applications into one, consolidated, streamlined "RFP for new charter seats" (see Appendix F12, Request for Proposals for New Student Seats). This RFP follows national best practice for authorizing and relies on the review of an independent national education expert to review the quality of proposals. The RFP also prioritized, for the first time, authorizing new seats that serve educationally disadvantaged students. With the first cycle of authorizing conducted in the fall of 2016, the Council authorized the expansion of existing charter schools, adding both seats and schools. This latest cycle approved the expansion of a high quality existing charters that resulted in an additional 2,258 seats, 90% of those for students in the urban core.

Objective #2: Improve the quality and efficiency of the Rhode Island Department of Education (RIDE) as Rhode Island's sole charter school authorizer; thereby, enabling RI charters to better focus on student achievement, and reducing barriers for RI charters to increase the number of high-quality educational opportunities.

The Rhode Island Department of Elementary and Secondary Education (RIDE) - through its Office of College and Career Readiness (OCCR) - supports the Council in its capacity as sole authorizer of charter schools in Rhode Island. Through the RICSP, RIDE will continuously seek to improve the quality and efficiency of its authorizer practices. These efforts will be anchored in streamlined processes and inform clear, transparent expectations. By focusing RIDE's efforts on being a better authorizer, charters will be better enabled to: focus on solving academic rather than bureaucratic/operational challenges; allocate more resources to teaching and learning; and ultimately increase the number of high-quality charter seats available for educationally disadvantaged students.

First, RIDE will implement a centralized online enrollment system to provide a single point of access for students and families to learn about, apply for, and enroll in charter schools. From an operational level, this system will significantly streamline enrollment operations for schools while enhancing authorizer data tracking and evaluation on RIDE's end. Currently, every charter school is required to use the same application template (see Appendix F13, RI Charter Public Schools Enrollment Application 2017-18), but students and families must apply individually to each school. This centralized system will result in schools spending less time conducting a siloed, inefficient application process that often results in multiple schools making an offer to the same student, and requires dedicated staff to manage the enrollment process. A centralized enrollment system will also allow RIDE to collect random lottery information. This data source will be integral to facilitating research that enables RIDE, as an authorizer, to better understand the factors influence student choice and evaluate the unique impact of each charter school.

More importantly, as it will be easier for parents and families to learn about and apply for high charter school options, consequently, more families will actually apply and be placed in high-

quality seats. Through a centralized system, families will have a single point of contact to apply for and learn about any charter school of their choice. The online system will include a seamless way for parents and families to learn about charter schools, linking them directly to RIDE's published annual performance reports and other relevant information for each school. Demand for charter schools is high - for the 2017-18 school year, charters received 15,430 applications for 1,770 seats. Of those applications, 86% were from families residing in Rhode Island's core urban communities and 8,651 of the applications were from unique students. Despite this high demand, anecdotal evidence suggests that families struggle to determine which options they are eligible for (some charters serve all communities across the state, while others serve specifically urban or urban core communities), which school is the best fit for their child, and how to navigate the varying application deadlines.

Second, RIDE will improve its authoring effectiveness and quality by codifying its performance review system, ensuring annual performance reports are publicly available and implementing clear charter contracts. As discussed in Competitive Priority 1, RIDE has implemented a new performance review system for all charter schools that enables an annual in-depth performance review for each charter school and an annual report to the Council that summarizes the performance of each school. The annual reports increase transparency of accountability measures for all stakeholders and allow schools to focus on areas that need improvement each year. NASCA's Core Performance Framework and Guidance states that, "Well-designed frameworks enable effective performance management and promote school success by establishing and communicating performance expectations for all schools in an authorizer's portfolio in a way that is objective, transparent and directly related to school quality" (see page 3 of Appendix F14, NACSA Core Performance Framework and Guidance). It is the intent of the in-

depth performance reports to ensure that charters are aware of where they stand and can set meaningful internal performance targets directly correlated to their authorization status and potential expansion. The annual performance reviews will enable RIDE and the Council make clear and consistent decisions about charter renewal. Additionally, the performance system will help the Council identify high-quality charters and ensure expansion and replications are based in demonstrated strong student and organizational outcomes.

In alignment with NACSA's twelve essential practices, RIDE is in the beginning stages of ensuring that every charter has a signed contract for the length of their term. It is important that each charter have a clear, standalone contract for the length of its term in order for charters to understand their autonomies, roles, responsibilities and performance expectations. Currently, a charter template has been used for charters approved or renewed since the 2015-16 school year. However, most of the charters in the state lack a clear, signed charter contract. RIDE will be working to ensure that each charter receives a contract and those contracts will further codify the performance expectations of the charter, essential program elements, enrollment limitations and the mission of the charter. Of the 22 charters that currently exist, only three have charter contracts. By implementing a contract tied to each charter's term, charters will know their roles and responsibilities and RIDE will be able to ensure that charters are fulfilling their mission and meeting performance expectations.

Finally, RIDE will improve its new school authorization practice by contracting with independent reviewers. This will mean that RIDE can leverage objective, independent reviewer information to help guide authorization decision and provide expertise in evaluating charter fiscal, academic and programmatic operations. RIDE has historically conducted a rigorous process around evaluating new charter proposals. However, the capacity of the agency to conduct this work

has varied. Through the RICSP, RIDE will ensure an independent review of charter proposals is conducted for each charter cycle. The independent review will enable RIDE to ensure that only the highest-quality proposals are recommended to the Council for approval.

Objective #3: Foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.

As Rhode Island looks toward its future and opportunities that lay within ESSA, education leaders across the state are moving toward an environment of collective responsibility. Rhode Island's strategic plan for education states, "Rhode Islanders together demand an educational system that holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators" (see Appendix F15, RI's Strategic Plan for Public Education 2015-2020).

These expectations necessitate a focus on collaboration and partnership across RI's entire educational system. RIDE will ensure the RICSP will support these goals by requiring all subgrantees to include the sharing of successful practices and collaboration with the traditional districts. RIDE will assist subgrantees and local districts in coming together around shared goals for student-centered learning, technology use in the classroom, curriculum development, instructional practices, resource sharing and professional learning communities. In the past, RIDE had explicitly provided dissemination subgrants to charter schools as add-on initiatives. Now, the focus will shift to ensure that charter schools are intentionally building collaboration into their programs and help take ownership of the responsibility of the system to raise achievement for all students. These efforts align with the original intent of charter schools in Rhode Island to be

“vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education” (see Appendix F3, Excerpts from RI Charter Statute).

While pockets of collaboration exist, this grant will help catalyze these partnerships in a systematic way. First, each existing charter that applies for expansion will be required to include in their application the dissemination and partnership practices that will result in collaboration with a sending district that serves predominantly educationally disadvantaged students. For charters seeking a new authorization, their application will be required to include a plan for partnering with their sending districts focusing on educationally disadvantaged students or communities. Each subgrant application will need to include the specific dissemination activities that the grant funds will help facilitate with preference given to applications that focus on sharing dropout prevention, dropout recovery and counseling services at the school level.

RIDE will also directly support existing charters in helping to foster these partnerships by identifying traditional districts that have emerging initiatives and are interested in collaborating with charter schools. RIDE has served as a leader in promoting partnerships between traditional districts and acted as the connector between high-performing charter schools and schools that have been identified for federal intervention. Four subgrants were awarded to charter schools under a previous CSP grant with diverse proposals ranging from developing dual language programming to developing capacity of instructors to grow a college going culture at a school with high rates of low-income students. Please see Competitive Priority 6 for a description of these initiatives.

Additionally, RIDE's revised charter performance review system includes dissemination and partnerships as a criterion when evaluating the organization and leadership of the charter. This criterion directly connects to the intent for RI charter schools as laid out in statute by seeking to encourage and understand how a charter is promoting lessons learned and best practices across the

K-12 field. The performance review system also enables RIDE to identify high performing charters and encourage those schools to apply for expansion. All students will benefit by focusing on partnership efforts that bridge the relationships between charters and traditional districts and will allow for the public education system to more easily work together to raise achievement.

As the state agency responsible for identifying low performing schools, RIDE is uniquely positioned and will provide technical assistance to assist low performing schools coming together with charter schools to work on shared goals and initiatives that support the common community and its students and families. RIDE will also include in its annual charter report a focus on partnerships and outcomes related to charter-district dissemination and collaboration. Additionally, RIDE will create a centralized bank of activities on its website so all schools in Rhode Island can access the information and benefit from learning about each initiative's successes and challenges.

Selection Criteria C: Quality of Eligible Subgrant Applicants

RIDE's focus on ensuring and expanding high-quality educational outcomes and aligning the subgrant application and evaluation processes to existing systems focused on quality will ensure that subgrantees will achieve RISCP's overall objectives and improve educational results for RI's students. Rhode Island's charter schools have a track record of improving educational results. The 2013 National Charter School Study published by the Center for Research on

Education Outcomes (CREDO), found that students who attend charter schools in Rhode Island, gain, on average, 86 days of additional learning in reading and 108 additional days of learning in math, which accounts for the strongest relative performance of a charter sector in any state analyzed in that study.[2] Additionally, the charter sector overall has proven itself in student

Percentage Meets or Exceeds Expectations In:							
ELA				Math			
Location	All RI Schools	District Schools	Charter Schools	Location	All RI Schools	District Schools	Charter Schools
Statewide	34.7	34.5	37.7	Statewide	27.4	27.5	25.9
Urban	19.1	17.4	33.3	Urban	13.9	13.0	21.8
Suburban	48.5	48.3	62.2	Suburban	41.7	41.6	52.0

achievement in recent years since the transition to PARCC. Based on the results of the 2016 PARCC assessment outlined in the table above, charters outperform the urban districts in the percent of students meeting or exceeding expectations.

To meet the objective of increasing high-quality educational opportunities for educationally disadvantaged students, eligible applicants for RICSP subgrants will be either: new charters that have received preliminary Council approval to open a new school; or existing charters that have received Council approval for expansion. Please see Selection Criteria F, Quality of Project Design, for a detailed description of this process. As part of this process, and in line with NACSA's twelve essential practices, charter proposals must pass the charter RFP process that is conducted with an independent, nationally-recognized partner. This partner will provide an

[2] Center for Research on Education Outcomes, Stanford University (2013). National Charter School Study. Retrieved from credo.stanford.edu

objective perspective when evaluating proposals, as well as the fiscal, academic and operational expertise for evaluating the proposed charter program. This way RIDE can ensure that each proposal has been vetted by a high quality, independent and objective evaluator.

Subgrantees that are eligible for a CSP must demonstrate in their initial proposals for expansion that they have a proven track record of success. This means that they must have a clear record of providing quality education students as measured by analysis of the school's past performance on the statewide accountability system and on the charter performance review system, as well as the school's data supporting its achievement of educationally disadvantaged students. Schools also must provide evidence they will meet their proposed academic achievement goals by using past performance data on the state assessment and the practices it uses to sustain high academic achievement (see Appendix F12, Request for Proposals for New Student Seats).

Once a proposal for a new or expanding charter is approved, this applicant is eligible to apply for a RICSP subgrant. This subgrant application and review process represents another gate that will ensure that those receiving subgrants will result in high-quality education options for educationally disadvantaged students. The process for awarding subgrants in detailed in Selection Criteria F.

By aligning the subgrants applications to the goals the charter set out in their approved new seat proposals, it is RIDE's intention that the charters will have a clear set of goals they can prioritize as an organization, and that will help RICSP meet its objectives. Each CSP applicant must set 2-3 annual goals directly related to Objective 1 and Objective 3 of the RICSP. Through the Charter Performance Review System (see Appendix F2, Charter School Performance Review System Handbook), all RI charters have the option of setting school-specific goals to which they'll be held accountable. However, as a condition of receiving RISCP funds, RIDE will require that

each subgrantees adopt their CSP goals as part of their school-specific goals. These school-specific goals require the school to set annual performance targets (see Appendix F16, Guidance for School Specific Goals) and all CSP applicant goals will includes annual performance metrics that RIDE will use to evaluate the interim progress and overall success of the implementation of its activities under the grant. By requiring these school-specific goals, it will enhance RIDE's ability to evaluate the charter school and its contribution to furthering the RICSP's objectives:

Objective 1: Increasing the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students.

- Charter school subgrant applications will be required to set goals addressing how the charter will focus on and serve educationally disadvantaged students
- These goals must include a focus on improving academic achievement for these groups of students.
- At least one of these goals must be focused on achievement outcomes for the all students in the school and break down sub-goals addressing intended outcomes for educationally disadvantaged students.

Objective 3: Foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.

- Charter school subgrant applications will be required to include plans related to charter district collaboration. These plans must specify the practices and partnership opportunities they will focus on and outcomes they intent to achieve as part of their subgrant.

- These plans must include goals about how the partnership will benefit and raise the achievement of educationally disadvantaged students in both the charter school and partnering district.
- Where appropriate, subgrant applications must describe plans to share and expand dropout prevention, dropout recovery and school-level counseling services.

RIDE is intentionally setting up a system of checks that will assist and support charters that are off track. Additionally, RIDE's already implemented performance review system means that each year charters will have a report of their overall performance from RIDE and a self-reflection mechanism in their required evaluations of the CSP subgrant goals.

Selection Criteria D: State Plan

Work with the authorized public chartering agencies to avoid duplication of work: Although the Council serves as RI's sole charter authorizer and duplication of authorizing agencies technically does not exist, through the RISCP, RIDE's Office of College and Career Readiness (OCCR) will deeply focus on an integrated and collaborative system of working closely with other offices within RIDE and external RI state governmental agencies, to ensure the effective, efficient, and streamlined oversight of RI's charter schools.

The catalyst for this work has been OCCR's implementation of a clear performance review system for RO charters. This performance review system was developed collaboratively with other RIDE offices to incorporate a holistic, one-stop set of academic, fiscal, and organizational performance expectations for charters to clearly understand. Further, the agency-wide incorporation of evaluation and monitoring systems into this centralized performance review ensures that charters are not required to duplicate reporting or evaluative processes for multiple RIDE and state offices.

For example, the financial management sections of the performance framework ensure that OCCR partners with the state Auditor General and the RIDE finance office to monitor the fiscal health of each charter by publishing and following through on financial reporting requirements (see Appendix F5, Financial Reporting Guidelines). In addition, RIDE's IDEA team conducts annual reviews of all schools in the state, including charters. These reviews are used by OCCR to form an evaluation of charter schools in the compliance with and quality of supports provided to students as required by IDEA (see pages 26-41 of Appendix F2, the Charter School Performance Review System Handbook). These same partnerships include, but are not limited to, integrating evaluation systems for the Ed Finance, Title I, and teacher certification teams. Rather than having each charter school duplicate their efforts, OCCR will focus on this streamlined and holistic evaluation for school by leveraging these forged cross-agency partnerships.

Provide TA and support for the applicants receiving subgrants and quality authorizing efforts: Through the RICSP, RIDE will support eligible applicants to apply for CSP start-up subgrants and monitor their progress against established goals. RIDE will provide technical assistance to applicants applying for new seats (please see the description in Selection Criteria F Quality of the Project Design) to ensure only high quality applicants are considered for approval. As outlined in section F of this application, eligibility to apply for CSP subgrants will be limited to applicants that receive approval to open or expand. To enhance efficiency, RIDE will interweave technical assistance on CSP grants into existing and ongoing TA provided for new seat proposals. At these TA sessions, RIDE will ensure that the CSP subgrant opportunity and requirements are clear to applicants and ensure that applicants include clear and actionable goals related to the CSP objectives in their new seat proposals. These TA sessions will be held during

the spring before each new seat proposal window closes mid-summer. This will ensure charter applicants are prepared to submit applications for subgrants once they receive an affirmative vote to open or expand from the Council. As part of TA, RIDE will walk potential applicants through the opportunities that exist through the CSP, CSP goal requirements, and how potential applicants can become eligible to apply for a subgrant. Technical assistance will also include ensuring that any RISCP subgrantee recipient will use funds for one of the activities described in section 4303(b)(1) of the ESEA.

Applicants, who receive subgrants for planning, will concurrently be following the required pre-opening tasks for new schools or expansions (see Appendix F17, Pre-Opening Handbook). These pre-opening tasks will be periodically reviewed by RIDE during regularly scheduled check-ins with the applicant team. Section F of the application discusses this process in detail. If at any point the applicant is off track from their pre-opening tasks, RIDE will provide technical assistance and support to ensure the team meets all required milestones to open or expand. These can be tasks such as filing with the appropriate state agencies, helping the applicant team in providing the state Auditor General a financial plan, identifying a facility, and connecting with other organizations in the charter sector who can provide capacity and support.

Monitor the eligible applicants receiving subgrants: All subgrant recipients will be required to submit periodic project and fiscal progress reports. These reports will be due quarterly and will indicate progress toward all goals, benchmarks and outcomes described in the approved grant application, a narrative describing progress on all proposed grant activities, and an up-to-date budget summary (see Appendix F18, Example CSP subgrant application with reporting requirements). These reports must also detail out progress toward established goals, as described in Selection Criteria C. Subgrantees must submit quarterly project and fiscal reports to receive

reimbursement. These reports indicate progress toward all benchmarks and outcomes described in the approved grant application and an up-to-date budget summary. OCCR reviews these reports in conjunction with the fiscal team member in charge of the CSP grant disbursement. RIDE staff follows up with the school on any questions and requests for back-up documentation as needed. Reimbursement requests must be accompanied by a certification from the school's Board Chair.

In order to be efficient, RIDE will align these progress reports to existing quarterly financial reporting and annual reports that all charters are required to complete. Additionally, RIDE will modify the annual report template to allow for charters to report out on their CSP goals. Quarterly fiscal reports will be combined and due in the same period for both state reporting requirements and fiscal reporting needed for CSP reimbursement. The regular quarterly progress reports will also give RIDE the opportunity to provide targeted support and assistance to charters on an ongoing basis. These sessions will use NACSA resources to walk charter schools through financial performance expectations and ensure that their fiscal oversight process is robust. This will include sessions with charter business managers, CFOs and finance committees of charter school boards.

Selection Criteria E: Parents and Community Involvement

Through the RISCP, RIDE will continue to solicit and involve key feedback from parents and the community as critical components of charter authorization, oversight, and accountability.

New Charter Seat Authorization: RIDE involves parent and community feedback throughout the new charter authorization process by: 1) soliciting and considering feedback through public comment; 2) inviting community stakeholders to submit a local impact analyses of the charters

academic, programmatic, and fiscal impact on the community; and, 3) evaluating the level of community support as an application requirement. Pursuant to RIGL 16-77.3-3, parent and community feedback is solicited through public comments and hearings for authorization decisions. RIDE is required to conduct at least two public hearings for each new/expanding charter proposal. During the 2016 charter authorization process, RIDE received a record 725+ written or verbally provided public comments from parents and community stakeholders for 8 new/expanding charter proposals.

As part of the application process, the Council is required to consider the academic, programmatic, and fiscal impact that the charter proposal may have on the local community. RIDE conducts a local impact analysis for each charter for each city/town from which a charter would enroll students. To help better evaluate the overall impact, RIDE will also "open-source" this feedback by providing community stakeholders with the opportunity to help evaluate that proposed impact. Any applicant, school district, elected official, government entity, or research institution (including, but not limited to post-secondary institutions) may provide their additional local impact analysis (see Appendix F12, Request for Proposals for New Student Seats). All of these local impact analyses, as well as the charter proposals, are posted publicly on the RIDE website to help inform public comment. These impact analyses are all provided to the Council for consideration when reviewing a new seat proposal.

Finally, the application process itself requires evidence of demand and community support to be considered for authorization. Please refer to (see Appendix F12, Request for Proposals for New Student Seats) to see standard VI. All proposals include an evaluation of demand and community support. Official written support is explicitly required for "Network" charters (charters with more than one school), pursuant to RIGL 16-77-5.1, (see Appendix F3,

Excerpts from Rhode Island Charter Statute), "Written support" means a resolution or ordinance granted by the town or city council for each proposed sending district where the Council considers the fiscal and educational welfare of the municipality and students, subsequent to at least one public hearing.

Charter Accountability and Oversight:

Prior to each charter school's renewal site visit, RIDE works collaboratively with school leaders to arrange meetings with families from each grade span. RIDE thoroughly reviews the organizational and compliance performance of each charter school prior to the visit, to ensure that parent input is most effective and efficient to the renewal process. The current performance framework (see Appendix F2, Charter School Performance Review System Handbook) includes indicator 2.2, "School Environment" which includes a criteria for parent and family engagement, which is evaluated on an annual basis. Once onsite for renewal reviews, the RIDE review team conducts interviews with all parents that participate. To ensure clear and effective communication, translation services may be provided. All family feedback is documented and considered in the renewal recommendation to the Council. Parents and community members are also asked to attend the council meeting that addresses renewal decisions and provide public comment prior to the renewal discussion and vote.

For ongoing oversight, RIDE enables parents to reach out directly about their charter school. First, RIDE has an open policy for feedback from families and community members. RIDE is currently working on creating a family and community website where frequently asked questions and updates will be clearly communicated. Secondly, RIDE annually conducts a school climate survey via "SurveyWorks" to as a coordinated effort to hear from key stakeholders how to best improve RI's schools. Over 2,250 parents from charter schools

submitted responses (13% of all parent responses despite charters representing only 5% of student enrollment).

Selection Criteria F: Quality of Project Design

Process for Awarding Subgrants: RIDE will directly tie eligibility and the process for subgrant applicants to the current process in place for proposals for New Student Seats (see Appendix F12, Request for Proposals for New Student Seats). In the recent two years, RIDE has focused deeply on improving the quality and rigor of its new charter seat application process. By tying the subgrant process to the overall authorization process, RIDE will clarify and streamline the application process for subgrant applicants while also ensuring the overall quality of applicants to which RIDE awards subgrants. Beginning with the 2016 and continuing with the 2017 application cycle, RIDE made the following enhancements to its new seat application process to ensure that only quality new charter seat proposals are authorized (and ensuring that only quality subgrantee proposals would be approved as well):

- Establishing a clear authorization priority for charters that will increase the number of seats for educationally disadvantaged students (directly aligned to RISCP Objective #1).
- Contracting with an independent, nationally recognized third-party evaluator with expertise in evaluating the academic, fiscal, and operational performance for charters.
- Streamlining the new charter and expanding charter RFP processes into one cohesive process with clear, differentiated requirements.
- Soliciting public feedback through public hearings and "open-sourced" local impact analyses.

The subgrant application process for planning and implementation will follow the RFP process for new charter seats. Potential applicants for subgrants will only be eligible to apply for a subgrant if the applicant has received approval from the Council for the new charter or expansion. The RFP process will ensure that only high quality new charter proposals or high quality charter schools are approved for startup or expansion (see page 7 in Appendix F12, Request for Proposals for New Seats, for a summary of the new school approval process and timeline). Each new or expanding proposal must complete the following process:

Charter Applications:

- Step 1: Prospective applicants complete a charter proposal application (proposal) in the year prior to the school year the school is intended to open.
- Step 2: Prospective applicants are invited to attend technical assistance sessions. These TA sessions are intended to provide clarity and support around the application process and criteria. They also afford RIDE the opportunity to become familiar with those intending to submit an application. ,Finally, the TA sessions provide a forum for RIDE to communicate with existing charters, in order to encourage or discourage completing an application, depending on the school's track record of student achievement.
- Step 3: RIDE staff conduct a completeness check to ensure that only complete proposals are sent out for public comment.

Public Comment (These steps happen simultaneously with the Evaluation of Charter Proposal Quality):

- Step 4: Proposals are published on the RIDE website to solicit written public comment.
- Step 5: Public may provide local impact analysis to RIDE to evaluate the fiscal and programmatic impact on the sending district.

- Step 6: RIDE publishes local impact analyses on the RIDE website.
- Step 7: Public hearings are conducted for each proposal. At least two are held for each proposal in the community in which the charter is based.

Evaluation of Charter Proposal Quality:

- Step 5: The RICSP will directly support the use of independent reviews of charter proposals. Proposals for new charters and material expansions will be reviewed by an independent reviewer with experience evaluating charter fiscal, academic and programmatic operations. Proposals for standard expansions will be evaluated by RIDE staff. The review will focus on published standards for assessing quality (see Appendix F8, RIDE Evaluator's Guides for Expansions and New School Proposals).
- Step 6: All applicants will participate in a capacity interview to yield detail about the applicants' plan and their capacity to implement the plan. The interview focuses on standards that the proposal evaluators have identified as not yet having been met by the applicant team. The interview is conducted by RIDE staff, members of the independent review team, and peers in the charter sector.
- Step 7: RIDE will share the quality evaluation that does not take into account local impact analysis or public comment, with the applicant, and provide the applicant an opportunity to provide a formal written response. This response will be provided to the Commissioner prior to finalizing a recommendation.

Recommendation, Vote and Approval:

- Step 8: The Commissioner provides a recommendation for proposal(s) most likely to result in an increase in high-quality educational opportunities for RI students. The

recommendation is informed by the quality evaluation, evidence of community need and support, the track record of achievement and success of the existing charter or application, the operational plan, and the local impact.

- Step 9: The Council will hear all recommendations from the Commissioner and vote on each. For new charters, this first vote signifies Preliminary Approval of the charter. This vote signifies approval to open.

Complete Pre-Opening Tasks:

- Step 10: Charters receiving approval to expand or preliminary approval to open are required to follow specific steps for readiness (see Appendix F17 Pre-Opening Handbook).
- Step 11: Quarterly check-ins, or more frequent as needed with RIDE to ensure readiness. These pre-opening tasks will be periodically reviewed by RIDE during regularly scheduled check-ins with the applicant team.
- Step 12: If at any point the applicant is off track from their readiness plan, RIDE will provide technical assistance and support to ensure that the team meets all required milestones to open or expand. These can include tasks such as filing with the appropriate state agencies, helping the applicant team in providing the state Auditor General a financial plan, identifying a facility, and connecting the team with others in the charter sector who can provide capacity and support.

<u>Application and Review of RICSP Subgrants</u>

During the pre-opening period, detailed above, new seat applicants may apply for start-up subgrants to support planning and implementation. RIDE will ensure subgrants are awarded to

applicants demonstrating capacity to increase high-quality charters by only allowing applicants who have successfully completed the rigorous process outlined above to apply for CSP subgrants and conducting a targeted application and review process to award CSP grants. This application for planning and implementation subgrants will coincide with the pre-opening process and readiness check-ins.

This additional application further ensures high quality applicants by conducting a separate application and peer review process made up of education professionals. The purpose of this review is to determine the quality and viability of the specific proposed program plan, goals, budget and financial management procedures described in the CSP subgrant application. Each application must respond to specific priorities that are designed to ensure the CSP subgrant supports the priorities and objectives of Rhode Island's CSP grant. These priorities will be outlined in the subgrant applications moving forward (see Appendix F18, for an example of the planning and implementation subgrant application and peer reviewer rubric). Additionally, each applicant must provide detailed descriptions of all grant activities and priorities, individuals responsible, and provide detailed benchmarks, outcomes and project timelines.

Applicants will be encouraged to complete one full application for planning and implementation. Implementation awards are contingent upon applicants receiving final approval, and planning subgrantees, which have received preliminary approval but do not receive final approval to open, will forfeit the remainder of the planning award. Charters that are expanding into new schools (for example, an existing charter high school was authorized to expand its portfolio into a separate middle school) are eligible to apply for planning and implementation funds and must respond to the same application.

Year-by-Year Estimate of Planning and Implementation Subgrants: During the previous CSP grant period, RIDE encouraged applicants who submitted and were successful in gaining approval for new seat proposals to also apply for planning and implementation subgrants.

Therefore, the past percentage of eligible applicants that were awarded subgrants was directly tied to the number of and success rate of applicants for new seat proposals. This has been about one or two for every six to seven applicants (about 15-20%). In recent history, there were six proposals to open in SY2014-15; three were provided preliminary approval and only two were granted final approval to open in fall 2014. There were seven proposals to open in SY2015-16, with only one being granted preliminary and final approval to open. A proposal request was not conducted for the 2016-17 school year due to pending changes in the charter statute. Once the changes were solidified, RIDE opened an updated RFP in 2016 for schools to open or expand beginning with the 2017-18 school year. There were six proposals to expand and three gained approval. Neither of the two proposals for new schools were of sufficient quality to gain approval. While these numbers may seem small scale, it is important to keep in mind that the size of RI's entire education landscape is only about 142,000 public school students. Of these about 8,100 are charter school students in 30 individual charter schools under 22 charters. Adding three individual schools year represents approximately a 10% increase in the number of charter schools for each year of the grant. This growth is in line with the current pipeline of high quality charter schools that have expressed interest in expansion applications, and with the current pipeline of new school teams that have expressed interest in submitting a proposal. This growth reflects a 33% total increased enrollment when compared to 2016-17 charter enrollment.

The following estimate of planning and implementation subgrants is based on these historical factors and current assumptions about the pipeline. This estimate is also based on the

first year of the RICSP grant period awarding planning grants only, as Rhode Island has an open an RFP process for new seat proposals opening in the fall of 2018. Finally, the estimate is based on the average award size under RI's previous CSP grant. In the past, planning awards ranged from $50,000 - $120,000 and implementation grants ranged from $250,000 - $400,000. Feedback from previous years included applicants desiring more funds for planning and start up periods; therefore the estimated average award size for planning is $200K for a one-year planning period and $400K across a two-year implementation period. Please see the table below for a detailed year-by-year estimate.

Planning & Implementation estimate for 9 new schools over the grant period	**SY17-18**	**SY18-19**	**SY19-20**	**SY20-21**	**SY21-22**
Planning grants for new schools either through expansion or new proposals (1-year period) 1st Cohort	3				
Planning grants for new schools either through expansion or new proposals (1-year period) 2nd Cohort		3			
Planning grants for new schools either through expansion or new proposals (1-year period) 3rd Cohort			3		
Sub-Total	**$600K**	**$600K**	**$600K**		
Implementation grants for new schools either through expansion or new proposals (2-year period) 1st Cohort		3	3		
Implementation grants for new schools either through expansion or new proposals (2-year period) 2nd Cohort			3	3	
Implementation grants for new schools either through expansion or new proposals (2-year period) 3rd Cohort				3	3
Sub-Total		**$600K**	**$1200K**	**$1200K**	**$600K**
Grant Total	**$600K**	**$1200K**	**$1800K**	**$1200K**	**$600K**

Selection Criteria G: Quality of Management Plan and Theory of Action

The RICSP will be integral for Rhode Island's charter sector to expand and increase high-quality education options for educationally disadvantaged students. The RICSP will be used to directly provide subgrants for the creation of new and the expansion of existing high-quality charter schools. The RICSP will support RIDE's ongoing efforts to improve authorizer

effectiveness and efficiency in order to reduce barriers for charter schools, and improve collaboration between charter schools and districts. These two additional authorizer-driven actions should enable charter schools to allocate more resources to teaching and learning, ultimately resulting in a further increase of high-quality educational opportunities for RI's educationally disadvantaged students.

The RICSP will ensure RIDE is able to support the creation of new high-quality seats by providing the opportunity for subgrants to applicants who have already gone through RIDE's extensive and rigorous RFP process. This new seat authorization process, described in Selection Criteria B and F, will result in high quality subgrantees who have been vetted by a nationally recognized independent evaluator, and establish school-specific goals that will help RIDE to achieve Objective 1. Further, the RICSP, through the subgrantees will support the improvement of persistently low performing schools by requiring subgrantees to allocate resources to partnering and collaborating with districts and schools identified as persistently low performing as outlined in Objective 3. The RICSP will enable RIDE to provide assistance and support to charters working toward this goals, and will enable both RI charters and the state's lowest performing schools to work together to improve the academic achievement of RI students in the state's most underserved communities. The RICSP will support RIDE in its second objective to be a more effective authorizer. If RIDE improves its authorizer practice and reduces barriers for charter schools, then charters can spend more time and resources on academic rather than operational, and often bureaucratic, challenges.

The RICSP will also support the implementation of a centralized enrollment system. If successfully implemented, then schools can spend less time on conducting an inefficient application process and it will be easier for families to apply. The random-lottery data collected

from a centralized enrollment system will also enable RIDE to better evaluate its charter authorizing practices and overall charter performance. The RICSP will also provide RIDE with the capacity and resources to communicate and implement clear and transparent expectations for charter performance. By conducting this work, charters will be able to clearly understand their autonomies, roles and responsibilities and will be able to set meaningful performance targets that will positively impact student achievement. The logic model below details the strategies, outcomes and performance measures that will enable Rhode Island to meet the three objectives discussed in this grant and support the department in meeting its performance indicators, noted as GPRA in the model below.

Rhode Island Charter Schools Program Grant Logic Model **Objective 1: Increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students.**						
Inputs	**Strategies**	**Key Activities & Actions**	**Outputs**	**Outcomes**		
				Short Term 1-2 years	**Long Term** 3-5 years	**Perf. Measure**
Staff time Annual Reports CSP Funds	A. Leverage charter performance review system to enable existing high-quality charters to expand	1. Conduct annual performance reviews and encourage high performing charter schools to consider applying for expansion 2. TA provided to existing charters to understand performance evaluations and enable discussions of potential expansions	Grant application and review materials TA for existing charters for the accountability system	Applicant pool includes existing high quality charter schools for expansion Strong attendance of TA sessions	Creation of high quality charter school seats for educationally disadvantaged students	A1
RIDE staff time Evaluator time CSP Funds	B. Conduct a high quality new seat authorization process that preferences new seats for educationally disadvantaged students	3. Combining expansion process into charter proposal process 4. Utilize independent nationally recognized evaluator for new seat proposals 5. Open source local impact analysis to evaluate community support 6. Interweave technical assistance regarding CSP grant opportunity into existing and ongoing TA provided for new seat proposals	Streamlined RFP Contract with independent evaluator Local Impact Analyses TA Session Schedule and Materials	Applicant pool including expansion and new charter proposals More public engagement in process Strong attendance of TA sessions	Creation of high quality charter school seats for educationally disadvantaged students	B1 B2
Staff time CSP Funds	C. Integrate RICSP subgrant application and evaluation process into the existing authorization process and charter annual performance review	7. Provide ongoing TA to ensure readiness and CSP potential subgrantees are set up for success 8. Conduct a specific subgrant application and peer review evaluation process aligned with RICSP objectives 9. Align the monitoring process for subgrant applications to the annual charter performance review and required school specific goals	TA Session Schedule and Materials Integrated monitoring process	Subgrantee open or expand schools successfully Subgrantees set school specific goals aligned to RICSP	Creation of high quality charter school seats for educationally disadvantaged students	C1 C2

Rhode Island Charter Schools Program Grant Logic Model | Objective 1 Performance Measures			
Strategies	**Performance Measure**	**Performance Target**	**Target Explanation**
A. Leverage charter performance review system to enable existing high-quality charters to expand	A1. Number of existing charter schools that apply for expansion	A1. Receive at least three applications per year for expansion of existing high quality charter schools	In the most recent application cycle, six charter schools applied for expansion and three were granted. Only one of these three approved expansions will result in at least one new school. Going into the next cycle, existing charter schools have a better understanding of the strength performance. Given the annual review system, RIDE expects that only schools with strong performance will apply for expansion.
B. Conduct a high quality new seat authorization process that preferences new seats for educationally disadvantaged students	B1. Percent of new seat applicants that participate in at least one TA session B2. Percentage of seats that are approved to predominantly serve educationally disadvantaged students	B1. Each year, 100% of new seat applicants participate in a TA session B2. 90% of approved new seats resulting from the authorization process will be for educationally disadvantaged students.	In order for new seat proposals to result in high quality new seats, RIDE will set the expectation that strong applicants attend TA sessions. During the last authorization cycle, TA was not conducted so a baseline could not be identified. During the last authorization cycle, the Council approved the expansion of a high quality existing charters that resulted in an additional 2,258 seats, 90% of those for students in the urban core, which are made up predominantly educationally disadvantaged students
C. Integrate RICSP subgrant application and evaluation process into the existing authorization process and charter annual performance review	C1. Percent of approved new seat applications that open on time C2. (GPRA) Number of new high quality charter schools created	C1. Each year 100% of new seat applications will complete the readiness tasks on time C2. 3 cohorts of 3 new schools will receive 1 year planning and 2 year implementation grants beginning with SY17-18	Given the RICSP's focus an authorization process with TA sessions, RIDE expects that all applicants who receive approval will be supported through TA and thus will be able to complete all readiness tasks. A baseline will be established at the conclusion of the 17-18 authorization cycle. The integration of the authorization process with subgrantee eligibility will result in high quality subgrantee applicants. This measure is directly related to measure B2, as the number of applicants from the authorization process will represent the potential pool of applicants for subgrants.

Rhode Island Charter Schools Program Grant Logic Model **Objective 2: Improve the quality and efficiency of RIDE as RI's sole charter school authorizer; thereby, enabling RI charters to better focus on student achievement, and reducing barriers for RI charters to increase the number of high-quality educational opportunities.**						
Inputs	**Strategies**	**Key Activities & Actions**	**Outputs**	**Outcomes**		
				Short Term 1-2 years	**Long Term** 3-5 years	**Perf. Measure**
Staff time Research CSP Funds System/IT development Existing monitoring systems	D. Streamline and increase efficiency of charter-related operational and bureaucratic processes	1. Implement a centralized enrollment system that will serve as a single point of access to apply for and learn about charter schools 2. Improve and refine the integration monitoring and reporting by other state agency and other RIDE offices	Central web-based location for charter information Unified enrollment system for all RI charters Integrated evaluation systems	Decreased charter-specific resources spent on operational/ bureaucratic requirements + increased charter-specific resources for teaching and learning Increased charter satisfaction with evaluation processes Initial utilization of new enrollment system by families/schools	Increased understanding of charter performance and authorizer practices from evaluation of random-lottery data Increased access to high quality educational opportunities for all RI families Increased academic achievement of charter students	D1 D2 D3 E1
RIDE staff time Annual Performance Reports CSP Funds	E. Communicate and implement clear and transparent expectations for charter performance	3. Publish in-depth performance reports for all charter schools 4. Publicly discuss and present charter performance to Council 5. Implement charter contracts for all RI charters	Central web-based location for charter information Complete charter contracts Ongoing annual reports	Engaged Council that is able to make well-informed decisions related to charter-performance, expansion and renewal Charters setting meaningful internal performance targets	Increase in academic achievement of charter students Charter sector understanding of autonomies, roles and performance expectations	E1 E2

Rhode Island Charter Schools Program Grant Logic Model | Objective 2 Performance Measures			
Strategies	**Performance Measure**	**Performance Target**	**Target Explanation**
D. Streamline and increase efficiency of charter-related operational and bureaucratic processes	D1. Demand for seats from students/families for charters overall D2. Demand for seats from students/families from the core urban communities D3. Schools report ability to focus more resources on teaching and learning	D1. 7% increase each year in total lottery applicants and a 3% increase each year in total unique lottery applicants D2. Each year, maintain above 85% of lottery applicants from urban districts. D3. Upon implementation of the enrollment system, 100% of participating schools are able to reallocate resources to teaching and learning that would have otherwise been used for enrollment	The past three of years of lottery data show an average increase ranging from 5-13% each year. A 7% increase in applications each year should be attainable. Unique applications increases range from 1-4% each year. A 3% increase year for unique applicants should be attainable By focusing new seat authorizations on serving educationally disadvantaged, who mostly reside in urban communities, RIDE will ensure the percent share of applications from urban districts to remain at or above 85% RIDE already receives and reviews the annual budgets of each school. Beginning with this project period, RIDE will conduct a budget analysis and self-reporting by the school to determine if resources were redirected to improve teaching and learning.
E. Communicate and implement clear and transparent expectations for charter performance	E1. (GPRA) Improvement of the academic outcomes of charter students as measured by the percent of 4th and 8th grade charter students proficient in Math and ELA on the state assessment E2. Schools report understanding of performance expectations	E1. Each year, the percent of 4th and 8th grade charter students proficient in Math and ELA as measured by the state assessment will increase by 5 percentage points E2. 90% of schools report understanding and usefulness of RIDE and the Council's performance expectations via annual survey	The baseline percent of 4th and 8th grade students proficient is based on the 2016 PARCC administration: ELA 48.7% (4th) and 38.3% (8th); Math 40.2% (4th) 24.4% (8th). Performance targets may be revised as Rhode Island is transitioning to a new state assessment beginning with SY17-18 A survey to gauge understanding will be a new. However, feedback on the revisions to the charter performance system saw about 75% of school leaders providing feedback. Therefore, we anticipate at least 90% of schools reporting their understanding and use of annual performance reports.

Rhode Island Charter Schools Program Grant Logic Model **Objective 3: Foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.**						
Inputs	**Strategies**	**Key Activities & Actions**	**Outputs**	**Outcomes**		
				Short Term 1-2 years	**Long Term** 3-5 years	**Perf. Measure**
Staff time Research CSP Funds	F. Align subgrant applications to ensure collaboration goals are aimed at partnering with low performing traditional schools	1. Require subgrant applicants to include dissemination /partnership/collaboration with low performing traditional district schools 2. Require applicants demonstrate academic achievement and proven results in area of focus for dissemination	Thorough application review process that includes goal setting for dissemination activities	Increase in dissemination subgrants that partner with urban districts	Increased collegiality and working relationships between traditional districts and charters	F1
RIDE staff time Annual Performance Reports CSP Funds	G. Promote opportunities for partnership and publicize successes	3. Foster and publicize dissemination and partnerships efforts 4. Create a partnerships section of website to celebrate partnerships 5. Leverage school improvement strategies to directly connect high performing charter schools with persistently underperforming schools 6. Host exploratory sessions between charters and low-performing and urban schools	Exploratory TA sessions for charters and persistently underperforming schools Press releases Council presentations of partnerships	Increased number of districts participating in charter school dissemination events	Increase in stakeholder awareness of dissemination efforts and successes	G1 G2

Rhode Island Charter Schools Program Grant Logic Model | Objective 3 Performance Measures			
Strategies	**Performance Measure**	**Performance Target**	**Target Explanation**
F. Align subgrant applications to ensure collaboration goals are aimed at partnering with low performing traditional schools	F1. Number of initiatives and partnerships between subgrantees and persistently low performing schools.	F2. At least three new charter-district initiatives in place each year that support persistently low performing traditional schools.	The number of initiatives will be directly tied to the number of subgrantees. The targeted number of new subgrants each year is 3. Under the previous CSP grant from 2010, dissemination subgrants were separate and specific. RIDE provided dissemination subgrants up to the maximum amount allowed under the previous CSP. The total number of dissemination grants to support dissemination activities over the previous project was 7. RIDE expects at least 3 partnerships per year as a result of aligning the CSP subgrant goals to include partnership and collaboration with low performing traditional schools.
G. Promote opportunities for partnership and publicize successes	G1. Number of exploratory sessions hosted by RIDE G2. Number of partnership and collaboration initiatives in place between charter schools and traditional districts	G1. At least one exploratory session will be hosted at the start of each year G2. 90% of charters are meeting expectations on the Dissemination criteria in the performance framework	RIDE has only hosted one partnership session in the past, and it was well attended. There is interest from the charter sector in participating and the sessions will be supported by RIDE staff responsible for working with schools identified as persistently low performing. Dissemination is a criteria in the performance review system and to meet expectations, charters must demonstrate they are collaborating to share resources with partners. Dissemination is a new requirement in the performance system and a baseline will be established with the school reports for the 16-17 school year, once available.

Management Plan: The management plan supports the on-time delivery of grant objectives within budget. It focuses the capacity of RIDE on the objectives of the grant including prioritizing the authorization and monitoring of new, high-quality charter schools for educationally disadvantaged students. The RICSP will be led by the Director of the Office of College and Career Readiness and managed by the Charter Schools Coordinator as well as the Charter School Specialist, and supported by the Education Specialist. The RICSP personnel budget will be used to support the salaries for the Charter School Specialist and Education Specialist, as these two individuals predominantly will oversee day-to-day operations of the RISCP grant administration, including RISCP's integration into the charter authorization and ongoing monitoring and accountability processes. Duties of the Office of College and Career Readiness Director (OCCD) include; overseeing the new seat authorization process and charter accountability, supporting stakeholder engagement, and facilitating cross-agency and cross-department working relationships. Duties of the Charter School Coordinator (CSC) include; leading charter accountability and reporting and renewal cycle and process, coordinating site visits, supporting new seat RFP and reviewing applicants, and day-to-day lead for charter specific issues and stakeholder questions. Duties of the Charter School Specialist (CSS) include; leading new seat authorization processes, working with RIDE offices evaluate charters on fiscal measures, and supporting charter school-specific issue resolution. Duties of the Education Specialist (ES) include; participating in charter renewal site visits, supporting evaluation of charter schools on organizational and compliance measures, and working with RIDE offices on streamlining monitoring efforts. The management plan indicates the responsibility for each activity outlined in the logic model. These responsibilities may overlap with existing duties or added to the current duties and responsibilities of the staff member.

Objective 1: Increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students.							
Key Activity	Milestone Tasks	Lead	Completed Within Year				
			17-18	18-19	19-20	20-21	21-22
1. Conduct annual performance reviews and encourage high performing charter schools to consider applying for expansion	Consolidate information for performance evaluation	CSC	X	X	X	X	X
	Determine and publish ratings	CSC	X	X	X	X	X
	Meet with high performing schools	CSC	X	X	X	X	X
2. TA provided to existing charters to understand performance evaluations and enable discussions of potential expansions	Train school leaders in performance framework and sources of data for ratings	CSC	X				
	Meet with charter leaders to review performance ratings	CSC	X	X	X	X	X
3. Combining expansion process into charter proposal process	Establish timeline	CSS	X	X	X	X	X
	Publish RFP for new seats	CSS	X	X	X	X	X
	Conduct TA sessions	CSS	X	X	X	X	X
	Create combined evaluators guide	CSS	X				
4. Utilize independent nationally recognized evaluator for new seat proposals	Solicit quotes for evaluators	CSS	X				
	Review evaluator proposals	CSS	X				
	Contract with evaluators	CSS	X	X	X	X	X
5. Open source local impact analysis to evaluate community support	Publish new seat proposals	CSS	X	X	X	X	X
	Conduct RIDE impact analysis	OCCD	X	X	X	X	X
	Solicit requests for third party local impact analyses	OCCD	X	X	X	X	X
	Review analyses and consolidate findings	OCCD	X	X	X	X	X
6. Interweave technical assistance regarding CSP grant opportunity into existing and ongoing TA provided for new seat proposals	Communicate CSP and ongoing TA opportunities to all applicants	CSS	X	X	X	X	X
	Establish a process for applicants to request ad-hoc TA	CSS	X				
7. Provide ongoing TA to ensure readiness and CSP potential subgrantees are set up for success	Review CSP opportunity with approved new seat applicants	CSS	X	X	X	X	X
	Train applicants on pre-opening requirements	CSC	X	X	X	X	X
8. Conduct a specific subgrant application and peer review evaluation process aligned with RICSP objectives	Create subgrant application aligned to RICSP goals	CSS	X				
	Create evaluation tool	CSS	X				
9. Align the monitoring process for subgrant applications to the annual charter performance review and required school specific goals	Create monitoring process documentation for subgrant applicants	CSC	X				
	Train applicants on school specific goals and charter accountability	CSC	X	X	X	X	X

Objective 2: Improve the quality and efficiency of RIDE as RI's sole charter school authorizer; thereby, enabling RI charters to better focus on student achievement, and reducing barriers for RI charters to increase the number of high-quality educational opportunities.							
Key Activity	Milestone Tasks	Lead	Completed Within Year				
			17-18	18-19	19-20	20-21	21-22
1. Implement a centralized enrollment system that will serve as a single point of access to apply for and learn about charter schools	Survey charters and consolidate unique lottery and enrollment needs	CSC	X				
	Create and publish RFP for enrollment system	CSC	X				
	Review proposal and choose vendor	CSC	X				
	Work with vendor on system implementation	CSC		X			
	Work with RIDE data team on system integration	CSS		X			
	Publicize and launch enrollment system	CSC			X		
2. Improve and refine the integration monitoring and reporting by other state agency and other RIDE offices	Survey current partner agencies and other RIDE offices	ES	X				
	Consolidate reporting and monitoring requirements and cycles into a central guidebook	ES	X				
	Revise criteria in performance review system as needed	ES	X				
3. Publish in-depth performance reports for all charter schools	Collect and analyze data for all schools annually	CSC	X	X	X	X	X
	Create section on charter website for performance reports	CSC	X				
4. Publicly discuss and present charter performance to Council	Publish annual reports on RIDE website	OCCD	X	X	X	X	X
	Review performance with Council in a public meeting	OCCD	X	X	X	X	X
5. Implement charter contracts for all RI charters	Create drafts of charter template for each school	ES	X				
	Request missing information from school leaders	ES	X				
	Finalize charter contract for all schools	CSS	X				

Objective 3: Foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students.							
Key Activity	Milestone Tasks	Lead	Completed Within Year				
			17-18	18-19	19-20	20-21	21-22
1. Require subgrant applicants to include dissemination/partnership/collaboration with low performing traditional district schools	Ensure subgrant application includes goal requirement for partnership with low performing schools	CSC	X				
	Provide TA for subgrant applicants as needed	CSC	X	X	X	X	

2. Require applicants demonstrate academic achievement and proven results in area of focus for dissemination	Determine valid measures for applicants to demonstrate achievement and results for proposed initiatives	CSC	X				
	Include guidance in subgrant application and in TA sessions	CSC	X	X	X	X	X
3. Foster and publicize dissemination and partnerships efforts	Review all schools self-reported partnership efforts	CSS	X	X	X	X	X
	Consolidate and provide summary to Council	OCCD	X	X	X	X	X
4. Create a partnerships section of website to celebrate partnerships	Create press releases highlighting initiatives	CSS	X	X	X	X	X
	Develop webpage dedicated to charter-district partnerships and connect it with charter annual reports	CSS	X	X	X	X	X
5. Leverage school improvement strategies to directly connect high performing charter schools with persistently underperforming schools	Work with school improvement team to identify and identify strategies and schools	CSC	X	X	X	X	X
	Create matrix of potential partnership opportunities to serve underperforming schools	CSC	X	X	X	X	X
6. Host exploratory sessions between charters and low-performing and urban schools	Utilize matrix to create event with charters and district schools	CSC	X	X	X	X	X
	Conduct direct outreach to school and district leadership to ensure participation	CSC	X	X	X	X	X
	Hold annual opportunity sessions	CSC	X	X	X	X	X

Application Requirements

The subheadings of each requirement are lettered and numbered as outlined in the application requirement instructions. The sections of the project narrative that address each requirement are noted as applicable and other relevant responses have been included below.

(*I.*) *Description of Program*

(A.) A description of how the state entity will:

(1) Addressed in Competitive Priority 1: Periodic Review and Evaluation and Selection Criteria F: Quality of Project Design

(2) Communication regarding availability of funds under the program will be done through traditional and non-traditional communication channels, led by RIDE's Communications Director and RIDE Charter staff, including but not limited to the Commissioner's Field Memo, RIDE's website, social media, and meetings with charter leaders.

(3) ***Work with eligible applicants to ensure access to Federal funds and…***

a. Addressed in Competitive Priority 4: Equitable Financing and 5: Charter School Facilities.

b. Addressed in Competitive Priority 4: Equitable Financing and 5: Charter School Facilities.

c. Addressed in Competitive Priority 7: Serving At-Risk Students**.**

(4) Addressed in Selection Criteria C: Quality of Subgrant Applications, in addition to Selection Criteria D: State Plan and Selection Criteria E: Parent and Community Involvement. Further, RIDE will communicate with surrounding LEAs and other high quality charter schools through both traditional and non-traditional channels. Additionally, the charter school regulations (see appendix F4, Charter School Regulations) detail the Procedure for Revocation and Commissioner's duties and

responsibilities to students affected by the revocation or expiration of a charter including to "coordinate the education agencies of the state (R.I.G.L.16-60-6), including local school districts, so as to facilitate the enrollment of students from a closed charter school into other educational placements."

(5) In the case of a State entity that is not a State educational agency...

a. This application requirement is not applicable to Rhode Island. See Competitive Priority 3: Non-LEA Charter Authorizer, for further information.

b. This application requirement is not applicable to Rhode Island. See Competitive Priority 3: Non-LEA Charter Authorizer, for further information.

(6) Ensure that each eligible applicant that receives a subgrant...

a. Addressed in Selection Criteria D: State Plan and Selection Criteria F: Quality of Project Design

b. Addressed in Selection Criteria F: Quality of Project Design and Selection Criteria G: Quality of Management Plan and Theory of Action

(7) Support...

a. Addressed in Competitive Priority 6: Best Practices to Improve Struggling Schools and Selection Criteria B: Objectives

b. Addressed in Competitive Priority 6: Best Practices to Improve Struggling Schools and Selection Criteria D: State Plan

(8) Work with charter schools on...

a. Addressed in Competitive Priority 7: Serving At-Risk Students and In Selection Criteria B: Objectives.

b. Addressed in Competitive Priority 7: Serving At-Risk Students and in Selection Criteria B: Objectives.

(9) Addressed in Competitive Priority 6: Best Practices to Improve Struggling Schools, and in Selection Criteria B: Objectives.

(10) Addressed in Competitive Priority 7: Serving At-Risk Students and in Selection Criteria B: Objectives.

(11) Addressed in Competitive Priority 2: Charter School Oversight, Competitive Priority 8: Best Practices for Charter Authorizing and Selection Criteria B: Objectives

(12)

a. Addressed in Competitive Priority 2: Charter School Oversight, Competitive Priority 8: Best Practices for Charter Authorizing, as well as in Selection Criteria C: Quality of Subgrant Applications, and Selection Criteria D: State Plan, in addition to Selection Criteria F: Quality of Project Design.

b. This application requirement is not applicable to Rhode Island.

(13) Addressed in Competitive Priority 8: Best Practices for Charter Authorizing, as well as in Selection Criteria C: Quality of Eligible Subgrant Applications, Selection Criteria D: State Plan, and Selection Criteria F: Quality of Project Design.

(B.) ***A description of the extent to which the State entity*:**

(1) Competitive Priorities 3 through 8 are each addressed within the project narrative.

(2) Addressed in Competitive Priority 1: Periodic Review and Evaluation, as well as Competitive Priority 2: Charter School Oversight

(3) Addressed in Competitive Priority 6: Best Practices to Improve Struggling Schools, and in Selection Criteria B: Objectives.

(C.) ***A description of how the State entity will award subgrants, on a competitive basis:***

(1) Addressed in Competitive Priority 8: Best Practices for Charter Authorizing, as well as in Selection Criteria C: Quality of Eligible Subgrant Applications, Selection Criteria D: State Plan, and Selection Criteria F: Quality of Project Design.

(2) Addressed in Competitive Priority 8: Best Practices for Charter Authorizing, as well as in Selection Criteria C: Quality of Eligible Subgrant Applications, Selection Criteria D: State Plan, and Selection Criteria F: Quality of Project Design.

(D.) This application requirement is not applicable to Rhode Island. See Competitive Priority 3: Non-LEA Charter Authorizer, for further information.

(E.) Addressed in Competitive Priority 1: Periodic Review and Evaluation and Competitive Priority 2: Charter School Oversight and Competitive Priority 4: Equitable Financing

(F.) RI statute 16-77-6.1 requires compliance with open meetings law, see appendix F3.

(G.) Due to the compact geography and scale of Rhode Island, the high degree of urbanicity present in the state, and the demonstrated need therein, the State entity has focused on supporting diverse charter school models that serve our highest need and most educationally disadvantaged students as understood by our statewide accountability system, which happen to be primarily urban. However, this concern is addressed in Selection Criteria B, specifically within Objective 2, with the proposed central enrollment system for charter enrollment in the state of Rhode Island. Additionally, all charter schools, including rural charters, will be eligible to apply for subgrants if they meet the requirements outlined in this application.

(II.) Assurances

Please refer to Appendix A: Charter School Program Assurances

(III.) Requests for Information About Waivers

RIDE does not request any statutory or regulatory waivers, at this time.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** Appendix_A_CharterSchoolsProgramAssurances.pdf

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Appendix A Charter School Program Assurances

CHARTER SCHOOLS PROGRAM ASSURANCES – STATE ENTITIES

Pursuant to section 4303(f)(2) of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act (ESEA), and sections 200.302(a) and 200.331(d) of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), recipients of Grants to State entities must provide the assurances described below.

As the duly authorized representative of the grantee, I certify to the following:

(A) Each charter school receiving funds through the State entity's program will have a high degree of autonomy over budget and operations, including autonomy over personnel decisions;

(B) The State entity will support charter schools in meeting the educational needs of their students, including children with disabilities and English learners;

(C) The State entity will ensure that the authorized public chartering agency of any charter school that receives funds under the State entity's program adequately monitors each charter school under the authority of such agency in recruiting, enrolling, retaining, and meeting the needs of all students, including children with disabilities and English learners;

(D) The State entity will provide adequate technical assistance to eligible applicants to meet the objectives described in section 4303(f)(1)(A)(viii) and (f)(2)(B) of the ESEA;

(E) The State entity will promote quality authorizing, consistent with State law, such as through providing technical assistance to support each authorized public chartering agency in the State to improve such agency's ability to monitor the charter schools authorized by the agency, including by--

1) Assessing annual performance data of the schools, including, as appropriate, graduation rates, student academic growth, and rates of student attrition;

2) Reviewing the schools' independent, annual audits of financial statements prepared in accordance with generally accepted accounting principles, and ensuring that any such audits are publically reported; and

3) Holding charter schools accountable to the academic, financial, and operational quality controls agreed to between the charter school and the authorized public chartering agency involved, such as through renewal, non-renewal, or revocation of the school's charter;

(F) The State entity will work to ensure that charter schools are included with the traditional public schools in decisionmaking about the public school system in the State; and

(G) The State entity will ensure that each charter school receiving funds under the State entity's program makes publicly available, consistent with the dissemination requirements of the annual State report card under section 1111(h) of the ESEA, including on the website of the school, information to help parents make informed decisions about the education options available to their children, including--

1) Information on the educational program;

2) Student support services;

3) Parent contract requirements (as applicable), including any financial obligations or fees;

4) Enrollment criteria (as applicable); and

5) Annual performance and enrollment data for each of the subgroups of students, as defined in section 1111(c)(2) of the ESEA, except that such disaggregation of performance and enrollment data shall not be

required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

(H) The State entity will expend and account for the Federal award in accordance with State laws and procedures for expending and accounting for the State's own funds. In addition, the State entity and each subrecipient will use financial management systems, including records documenting compliance with Federal statutes, regulations, and the terms and conditions of the Federal award, that are sufficient to permit the preparation of reports required by general and program-specific terms and conditions; and the tracing of funds to a level of expenditures adequate to establish that such funds have been used according to the Federal statutes, regulations, and the terms and conditions of the Federal award.

(I) The State entity will monitor the activities of the subrecipient as necessary to ensure that the subaward is used for authorized purposes, in compliance with Federal statutes, regulations, and the terms and conditions of the subaward; and that subaward performance goals are achieved.

Stephen L. Osborn — Chief for Innovation

NAME OF AUTHORIZED OFFICIAL — TITLE

[redacted] 5/8/17

DATE

RI Dept of Education — 5/8/17

APPLICANT ORGANIZATION — DATE SUBMITTED

Appendix B Resumes/CurriculumVitae

Brian A. Darrow

[redacted] [redacted]

Professional Experience

Rhode Island Department of Education, Baton Rouge, LA June 2016 - Present
Director, Office of College and Career Readiness

- Led 20-member newly formed office to develop and implement strategies, policies, and initiatives to ensure all Rhode Island students have access to and participate in the high-quality educational opportunities that will best prepare them for college, career, and lifelong success. Educational opportunities overseen by the office include K-12 schools (i.e. charter schools, district school improvement efforts, district autonomous "empowerment" schools), K-12 courses (career and technical education, dual enrollment, AP, computer science), and Adult Education opportunities (for students ages 16-65+ with a variety of needs including language acquisition, GED prep, and workforce development).
- Collaborated with cross-governmental stakeholders to secure a $2m New Skills for Youth grant from JP Morgan Chase and CCSSO to catalyze an employer-driven career and technical educational system that will prepare all Rhode Island students for 21st century high-skill, high-demand jobs.
- Oversaw charter authorization efforts after two-year chartering freeze to expand high-quality school opportunities by 2,250+ charter seats, while simultaneously implementing a new charter performance review framework for the existing 23 Rhode Island charter schools.

Louisiana Department of Education, Baton Rouge, LA August 2012 – May 2016
Executive Director, Office of Portfolio May 2015 – May 2016

- Led 9-member team to push forward multiple strategy, policy, and funding initiatives, all geared towards expanding a portfolio of high-quality charter, private, and traditional district school options for Louisiana's students.
- Invested $12m in state and federal grants towards transformational school opening, improvement, and leadership development efforts across 30 total school districts and charter schools.
- Oversaw the authorization of 7 diverse charter school applicants, that, when at-scale, will open 9 charter schools that provide a high-quality education to 6450+ students.
- Managed all policy, strategy, communications, and support functions for portfolio of 182 private schools providing school options to 8200+ low-income or special needs students through three state-sponsored school choice programs.
- Engaged and worked collaboratively with stakeholders from across the education reform sector, including district superintendents, elected officials, and local / national nonprofits, to enact all strategy, policy, and funding initiatives.

Previous Office of Portfolio Positions: Chief of Staff, Dep. Chief of Staff, Dir. of Strategic Planning, Dir. of Portfolio Processes/Procedures, Operations Manager for Special Projects August 2012 - April 2015

- Shaped strategy for $25m+ in state / federal investments focused on expanding high-quality charter and private school options, including opening 28 new schools. Directly managed Louisiana's federal Charter School Program grant.
- Won $2m federal competitive grant focused on enriching leadership development efforts for 8 new Recovery School District charter schools launching in the Baton Rouge Achievement Zone.
- Launched and significantly scaled 3 state-wide private school choice programs for low-income students and students with disabilities, growing student participation across all programs by 300% from 2012 to 2015.
- Streamlined formerly bureaucratic annual approval processes for 370+ private schools and 20k+ home-study families.
- Designed and implemented a streamlined pre-opening process for new state authorized charter schools.

ReNEW Charter Management Organization, New Orleans, LA June 2011 - July 2012
Director of Finance and Operations, Batiste Cultural Arts Academy, grades PreK-8th

- Led 10-member school support team to ensure an efficient, systems-driven, safe environment for 600+ high-poverty students and 80+ staff members in a second-year Recovery School District turnaround charter school.
- Managed annual school budget of $7.7m, including supervising $2.1m of federal grants and building out a beginning-of-year annual CMO cash flow projection model of $50+ million.

Teach for America/East St. John High School, Reserve, LA August 2009 - May 2011
Wildcat Success Academy Team Leader and Secondary Mathematics Teacher

- Launched the Wildcat Success Academy, a "school-within-a-school" designed to alter the trajectory for 70+ severely at-risk students from dropping out towards instead successfully graduating by combing self-driven blended-learning with individualized differentiated instruction.
- Increased 90+ Algebra II students' mathematical grade equivalency by an average of 2.4 years, by leveraging heavy doses of Algebra I remediation.
- Promoted 85% of previously failing students from 8th to 9th grade during summer math remediation

Education

Indiana University, Kelley School of Business, Bloomington, IN May 2009

- Bachelor of Science in Business (majors: Finance, Operations/Process Management), magna cum laude, GPA 3.8/4.0
- Additional: Simultaneously studied international business and interned in Hong Kong, President of Delta Sigma Pi Professional Business Fraternity, Foundations Scholar

Community Development & Leadership Activities

Youth Run New Orleans, New Orleans, LA November 2011 – May 2016

Board member, volunteer, running-buddy. Inspiring at-risk youth to lead a healthy lifestyle through running.

HandsOn, New Orleans, LA July 2013 – May 2015

Board member. Connecting local and visiting volunteers to opportunities that make an impact for local communities.

Paula J. Barney

[redacted]

Summary of Skills

- Adept at managing multiple projects with complex deliverables and cross-functional teams
- Strength in organizing and leading to move work forward
- Effective at building relationships with both internal and external partners
- Skilled in delivering strategic thinking and connecting bodies of work
- Working with data to inform decisions, make policy recommendations and track project success

Professional Education Experience

Rhode Island Department of Education Providence, RI **Jul 13 – Present**

Charter School Coordinator (May 16 – Present)
Charter School Specialist (Jul 15 – May 16)

- Provide oversight and support for all 22 charters in the state and serve as the main point of contact for all stakeholders
- Leading the strategy, revision and implementation of the charter performance framework to which all charter schools are held accountable and provides the foundation for charter renewal decisions
- Responsible for conducting and managing the renewal process for all schools including site visit team preparation, academic data analysis and determining final recommendations
- Establish and maintain relationships with school leaders and cross-agency departments to support charter needs and further the goals and objectives of the office
- Support the review and recommendation process for new school proposals and expansions

Fellow, Postsecondary and Workforce Readiness Specialist and Broad Resident (Jul 13 – Jul 15)

- Led the creation of a statewide Career and Technical Education (CTE) program approval process to ensure all secondary school career programs are focused on quality and continuous improvement
- Managed the development and implementation of a CTE program accountability system based on student outcomes to ensure students earn postsecondary benefits through their career programs of study
- Worked with key stakeholders in the CTE system to create program outcome metrics to measure program quality
- Conducted research and coordinated with higher education institutions and other stakeholders to develop a statewide dual enrollment policy that provides access to college classes for all students while in high school
- Developed the communications plan and responsible for the implementation of the state's dual enrollment policy
- Supported the strategy and development of the statewide strategic plan that used a cyclical process of community feedback to produce a plan written by a team of volunteer community members

Other Professional Experience

Sweet Beginnings LLC (Social Enterprise Maker of Honey Products) Chicago, IL **Sep 12 – Feb 13**

MBA Operations Intern and Volunteer

- Established social media strategy and created a monthly newsletter to promote the organization
- Evaluated current processes to create a comprehensive operations manual and find areas to improve daily operations
- Built a model to analyze the supply of honey and created projections based on sales forecasts and what-if scenarios
- Assisted in managing product expansion into Chicago-area Hudson News stores

Robert Bosch Tool Corporation (Manufacturer of Power Tools) Chicago, IL **Mar 12 – Aug 12**

Part-Time Product Associate – Measuring Tools

- Created qualitative and quantitative research plans and analyzed results to determine viability of product concepts
- Evaluated packaging design and worked closely with channel managers and engineers to determine key changes
- Supported project managers in all aspects of research, planning and launch of new products

Kinetic Worldwide (Media Agency) Chicago, IL **Jan 11 – Aug 11**

Media Specialist

- Pioneered the healthcare media practice in Chicago and solidified the local client-agency relationship
- Managed budgets up to $10MM working with 20+ vendors and negotiated pricing that produced savings up to 30%
- Created a process to evaluate the networks of five national healthcare media vendors against marketing objectives

Hill, Holliday, Connors, Cosmopulos (Advertising Agency) Boston, MA **Mar 05 – Dec 10**

Account Supervisor (Mar 09 – Dec 10)
Account Executive (Nov 07 – May 09)
Assistant Account Executive (Mar 05 – Dec 07)

- Oversaw pharmaceutical account and managed team of four to keep work on strategy and budget
- Collaborated with a third party to develop an iPhone app and marketing plan for hypertension resulting in a 3:1 ROI
- Led the development, execution and measurement of an events-based campaign to launch a new service, meeting aggressive sales goal of generating 300+ leads per week
- Worked across teams and departments to execute a cross-channel marketing campaign including brand standards, television, website, radio, print, direct mail, and signage
- Headed the development, production and testing of a direct marketing campaign for B2B technology company that resulted in award-winning programs that met or exceeded response goals by as much as 5%

Education

Broad Center for the Management of School Systems, Broad Residency **Jul 13 – Jul 15**

M.Ed., Educational Leadership

DePaul University, Kellstadt Graduate School of Business **Sep 11 – Mar 13**

M.B.A. Concentrations: Operations Management & Entrepreneurship *with distinction*

- *Graduate Assistant in Management Department*

Boston University, College of Communication **Sep 01 – Jan 05**

B.S. in Communication, Concentration: Advertising *magna cum laude*

- *London Study Abroad Program; Intern CDP-Travissully (Jan 04 – May 04)*

Volunteer Activities

DePaul Graduate Women in Business; VP of Marketing (2012-2013)
DePaul Net Impact; Member (2011-2013)
Open Heart Magic; Board Member (2012)
PAWS Chicago; Volunteer (2010 – 2012)
Boston Cares – Hands on New Orleans; Three, week-long hurricane relief service trips (2006, 2007, 2008)
St. Bernard Project New Orleans; Consulting week-long engagement (2011)
Healthcare Alternative Systems Chicago; Consulting semester-long engagement (2011)

Computer Skills

Microsoft Office Suite • Google Suite • Various Email Platforms • Wordpress • Basic Web Code

PASCALE PIERRE

[redacted] [redacted]
[redacted] [redacted]

EDUCATION

LESLEY UNIVERSITY
M.A in Curriculum and Instruction, Graduated May 2013, **GPA: 3.7** *Cambridge, MA*
Area of Concentration: Out of School Time

BOSTON COLLEGE *Chestnut Hill, MA*
B.A. in English, Graduated May 2009

FRIENDS ACADEMY *Locust Valley, New York*
High School Diploma, Graduated June 2005

WORK EXPERIENCE

Rhode Island Department of Education
Charter School Specialist August 2016- Present *Providence, RI*

- Provide oversight and implementation of the performance management system to ensure that schools are knowledgeable about the system and understand the annual reviews of school performance
- Coordinate and conduct school renewal visits including communication with school leadership, review team development and training, and management of report writing and publication
- Coordinate the production of the charter school sector annual report and submission of charter school annual reports.
- Prepare and coordinate data-driven discussions internally and externally with stakeholders
- Support community-based discussions and meetings relating to the department's overall agenda, school improvement and reform efforts by preparing and disseminating written materials and through other forms of media
- Collaborate with charter school leadership to understand the charter school review and approval process including the charter performance standards, provide ongoing regulatory oversight, present information to the Commissioner and the Board of Regents, and provide technical assistance to applicants
- Coordinate and provide training and technical assistance to Boards of Trustees of state and charter schools

Achievement First Public Charter Schools
Dean of School Culture June 2014-November 2015 *Brooklyn, NY*

- Establish and maintain relationships with 24 person faculty, 180 student set, and over 250 parents and families with development meetings
- Advised on onboarding processes, methods, tools and recommend changes in campus development, policies, procedures, best practices, and strategies
- Determine data-driven culture goals for School Week 8 Goals and January Culture Reboot Goals
- Invest and coach faculty in the execution of teaching taxonomy that drive toward culture goals with tailored presentations that are unique to the teacher
- Lead implementation of school-wide incentives for scholar attendance from inception to completion while managing realistic, workable project plans and timelines with multiple deadlines
- Analyze behavioral trends to develop effective behavioral interventions
- Correspond with families via e-mail, telephone and in-person to address scholar behavior infractions

Success Academy Charter Schools
Dean of Students July 2013-June 2014 *New York, NY*

- Establish and maintain relationships with 27 person faculty, 276 student set, and over 350 parents and families with development meetings
- Develop individualized scholar engagement plans resulting in an average of 97% school attendance rate
- Analyze behavioral trends to ensure effective interventions resulting in an impressive .3% suspension rate
- Create solutions by transferring systems from paper to electronic record keeping, student/teacher incentives and parent drop-ins during school hours
- Facilitate weekly professional development meetings with strategies for reaching attendance targets

Citizen Schools
Dean of Students September 2011-June 2013 *Boston, MA*

- Managed family partnerships through 24 teachers by setting mandatory communication quota, 88% families contacted weekly
- Created the first monthly school newsletter for 200 student body
- Collect data classroom removal data using student information system
- Analyze classroom removal trends to ensure effective interventions for 20 homeroom classes
- Collaborate with Dean of Students to build healthy partnership with Boston Public Schools
- Supported teachers with effective plans for the implementation of student behavioral systems

Friends Academy Quaker School
Middle School Teacher September 2009- September 2011 *Locust Valley, NY*

- Designed 97 engaging lesson plans for seventh grade social studies curriculum
- Incorporated innovative use of smart board technology and educational web resources for teaching World Cultures and Quakerism

MARILYN MATZKO

EDUCATION

JOHNSON & WALES UNIVERSITY, *Providence, RI* M.A.T. Special Education K-8 (2008)
HARVARD GRADUATE SCHOOL OF EDUCATION *Cambridge, MA* Ed.D. Human Development and Psychology (2002)
RHODE ISLAND COLLEGE *Providence, RI* Master of Social Work (1986)
MCGILL UNIVERSITY *Montreal, Quebec* B.A. Psychology (1984)

WORK EXPERIENCE

Rhode Island Department of Education
Education Specialist, Office of College and Career Readiness December, 2012 - present
Responsible for:

- Co-developing and implementing protocols for charter school authorization and renewals
- Leading the development and implementation of protocols and systems for compliance reviews for the Office for Civil Rights; brought RI into compliance after ten years of noncompliance
- Approval of nonpublic schools, including providing technical assistance and writing guidance
- Collaborating with RIDE colleagues and the New England Secondary School Consortium in supporting districts implementing proficiency-based learning initiatives funded by the Gates Foundation, the Nellie Mae Foundation, and the Center for Collaborative Education.
- Supporting middle and high schools in the implementation of performance-based graduation requirements, virtual learning, and career and technical education.

Fall River Public Schools
Program Evaluator, Grant Writer/Manager, Special Education Teacher 2008 – 2011
Responsible for:

- Teaching mathematics at Resiliency Preparatory School, the district's alternative high school for at-risk students
- Writing and monitoring federal, state, and private foundation grants

Self-Employed
Program Evaluation Consultant 2000 - 2008
Responsible for:

- Researching and evaluating educational programs and media projects
- Conducting formative evaluations
- Hiring and supervising research staff
- Developing and implementing plans and protocols
- Analyzing qualitative/quantitative data;
- Writing evaluation reports
- Presenting evaluation findings and recommendations to key stakeholders and advisory committees.

Brown University, **Department of Psychiatry and Human Behavior**
Project Coordinator 2003-2005
Responsible for:

- Overseeing day-to-day implementation of two multi-site studies in Child/Adolescent Psychiatry: COBY (Course and Outcome for Youth with Bipolar Illness) and TORDIA (Treatment of Resistant Depression in Adolescents).
- Interviewing, hiring, training, evaluating, and supervising four research assistants;
- Overseeing clinical interviewing and coding of data and subject recruitment;
- Administering clinical protocols;
- Conducting diagnostic interviews with children, adolescents and parents;
- Analyzing findings and writing clinical summaries;
- Participating in clinical team meetings; overseeing recruitment of subjects;
- Providing documentation for three IRBs, progress and annual report writing for NIMH.

Brown University Child and Family Research Center
Research Associate 1991 – 2003
Responsible for:

- Conducting family and individual clinical assessments
- Analyzing and coding data
- Training post-doctoral psychologists and psychiatry fellows in the clinical family interview

Bradley Hospital, Children's Inpatient Unit and Day Hospital
Clinical Social Worker 1987 – 1991
Responsible for:

- Conducting clinical assessments of hospitalized children, adolescents and their families;
- Providing individual and family treatment;
- Writing psychosocial histories on each patient;
- Leading sexual abuse group treatment for children;
- Collaborating on trauma research;
- Developing and coordinating treatment/discharge plans

Appendix C Letters of Support

State of Rhode Island and Providence Plantations
State House
Providence, Rhode Island 02903-1196
401-222-2080

Gina M. Raimondo
Governor

May 12, 2017

Ms. Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW, 4W259
Washington DC 20202 U.S.

Dear Secretary DeVos:

I write to express my strong support for the Rhode Island Department of Education's (RIDE) application for the FY 2017 Charter School Program (CSP) Grants for State Educational Agencies. This opportunity will provide the state with the necessary resources to continue to develop a more equitable and high-quality system of schools. This application details Rhode Island's plan to increase the number of high-quality educational opportunities for our state's most educationally disadvantaged students, improve the quality of RIDE as our state's sole charter school authorizer, and foster partnerships among existing charter schools with traditional school districts to raise achievement for all students in Rhode Island.

Rhode Island is committed to making strategic investments in our education system and to ensuring that our state adequately prepares our youth to compete in the global economy. We will do this by transforming our education and workforce training system into one that increases the number of students who are ready for college and the workforce. An essential component of this strategy will be to continue to grow our very effective and in-demand charter-sector.

Parents in Rhode Island are demanding high-quality public school options. Charter schools in the state received a total over 15,000 applications for just 1,770 seats available for the 2017/18 school year. This represents a 5.5% increase and is the highest number of applications charter schools have ever received in Rhode Island. Parents are demanding high-quality schools, and our state's charter schools are providing high-quality seats. This grant will help us respond to this demand by increasing the available supply of high-quality school options for families, particularly in the communities that have been historically underserved by our educational system.

Charter schools in Rhode Island have had proven results. According to a 2013 study by the Center for Research on Education Outcomes, Rhode Island charter schools provide the largest learning gains in terms of additional days learning in reading and math when compared to their traditional public school counterparts. Traditionally underserved low-income, Latino, and African-American student populations in Rhode Island charter schools are vastly outperforming their peers in district schools. Many charter schools in our state also offer unique educational and programmatic focuses that are currently unavailable in traditional districts. Simply put, investing in our charter schools is good public policy. They are producing results and offering lessons to the rest of our schools, and we must continue to support their expansion in communities of need.

Most importantly, this funding will encourage and allow for the dissemination of the best practices of our state's effective charter schools. I've had the opportunity to learn about some of the successful partnerships launched under the state's previous CSP grant, including collaborations that have benefited the Central Falls, Pawtucket, and Providence School districts. For example, International Charter School is helping districts implement dual language programs around the state, and Blackstone Valley Prep is partnering with district schools to help implement personalized and blended learning programs. We need more of these partnerships in Rhode Island, and this grant will allow RIDE to seed more of these learning opportunities in the future.

I applaud and share the goal of the federal CSP to dramatically increase high-quality school options to students and to disseminate the innovative practices that charter schools have adopted. RIDE's proposed application will deliver on the promise of ensuring that all Rhode Island students, irrespective of their zip code or socioeconomic status, have access to a high-quality education. This grant will help RIDE support the growth of new charter schools and will enhance RIDE's efficiency as an authorizer. The grant will also encourage collaboration between traditional schools and charters schools, ensuring that all students are able to receive a high quality education. As governor, I will ensure that RIDE executes this ambitious and necessary vision.

Thank you for your careful consideration of Rhode Island's application. I am confident that the plans that are proposed will strongly reinforce the goals of the CSP. I urge you to give Rhode Island's proposal your strongest possible consideration.

[redacted]

Gina M. Raimondo
Governor

RI-CAN
GREAT SCHOOLS CHANGE EVERYTHING

May 4, 2017

The Honorable Betsy DeVos, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

On behalf of RI-CAN: The Rhode Island Campaign for Achievement Now, I wish to express my strong support for the Rhode Island Department of Education (RIDE) application for the U.S. Department of Education Charter Schools Program State Educational Agencies (SEA) Grant. RI-CAN is a nonprofit organization that advocates to ensure that every Rhode Island student has access to great schools. We work with parents, families, policymakers, and local advocates to improve policy to help all students thrive because we know that all kids can succeed. The five principles that guide our work are: to start earlier, expand choices, aim higher, cultivate talent, and reach everyone. We have seen RIDE successfully incorporate all of these principles into its work, and believe that with support, the Charter Schools Program would increase the number of high-quality education options in Rhode Island, while also promoting partnerships among charter public schools and traditional public school districts.

The growth of high-performing charter public schools in Rhode Island is key to providing more families with the choices they so desperately want. Last year, there were more than 14,600 applications for approximately 1,600 available seats at charter public schools and mayoral academies in the 2016-2017 school year. The charter public sector provides amazing learning opportunities for students as compared to charter public schools across the country. According to their 2013 *National Charter School Study*, Stanford University's Center for Research on Education Outcomes (CREDO) found that "Rhode Island has the strongest charter effect in reading at 86 additional days of learning." Additionally, the charter effect for math in Rhode Island was equivalent to 108 additional days of learning. We need to build on this success by expanding choices and increasing collaboration across Rhode Island's public education system to ensure that all children have access to a great public school.

We strongly support the Rhode Island SEA application for the Charter Schools Program. RI-CAN is committed to supporting RIDE in its efforts to increase the number of high-quality educational options for educationally disadvantaged students, promote continuous improvement of student achievement in all of our charter public schools, and foster partnerships among traditional public school districts and charter public schools with proven results.

Thank you for your consideration. I would be happy to provide additional information at your request.

Respectfully,

Bill Fischer
External Affairs Director

Rhode Island League of Charter Schools

May 12, 2017

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Re: Charter School Program Grant for State Educational Agencies; CFDA 84.282A

Dear Madam Secretary,

I write on behalf of the Rhode Island League of Charter Schools (RILCS) to express our enthusiastic support for the Rhode Island Department of Education's (RIDE) application for Charter School Program funding through CFDA 84.282A. Funds awarded under this grant will be essential to supporting new charter public schools in Rhode Island, and will also enable our existing, high-performing charter schools to better disseminate meaningful innovations and best practices throughout the state and beyond.

The mission of the RILCS is to advocate and support the development of high-performing charter public schools within the state of Rhode Island and to promote awareness of the charter public school movement on public education. This is a critical moment in the evolution of charter public schools in Rhode Island. We have a diverse range of schools that are driving innovative approaches to educating our state's historically underserved student populations. Indeed, over seventy percent of the students that attend League-member charter schools in Rhode Island are eligible for free or reduced price lunch. Thanks to our thriving charter sector, we are closing the achievement gaps between students from challenging economic circumstances and their more financially fortunate peers. And parents recognize are demanding more charter school seats. Rhode Island's recent March 1 charter school lottery for 2017-18 admission saw 15,430 applications for just 1,770 open seats!

Rhode Island's CSP objectives focus on increasing the number of high quality school options for educationally disadvantaged students, promoting continuous improvement of student achievement in all of our charter public schools, and fostering partnerships among charter public schools and traditional public school districts. The members of RILCS believe that each of these goals is attainable, and a CSP grant will help us make that belief a reality. We ask that you approve RIDE's application so that we can work cooperatively to build on our demonstrated record of success.

Thank you for your consideration, and for your continued support of charter public schools nationwide.

Very truly yours,

[redacted]

Timothy J. Groves
Executive Director
RI League of Charter Schools

Rose Mary Grant
Director, Highlander Charter School
President
RI League of Charter Schools

Rhode Island League of Charter Schools
Tim Groves, Executive Director | [redacted]

State of Rhode Island and Providence Plantations
Office of the Lieutenant Governor

Daniel J. McKee
Lieutenant Governor

May 12, 2017

The Honorable Betsy DeVos, U.S. Secretary of Education
U.S. Department of Education
400 Maryland Avenue SW
Washington DC 20202

Dear Secretary DeVos:

For nearly two decades, Rhode Island's mayoral academies and charter schools have provided extraordinary educational opportunities for Rhode Island's students. Their outcomes and effectiveness have been validated by national studies, and Rhode Island's parents continue to apply in far greater numbers than seats are available. Many of our charter schools have benefited from the resources provided by Congress through the Charter Schools Program (CSP); indeed, many of these schools would not have been able to open had Rhode Island not received these crucial supports.

Please accept my enthusiastic support on behalf of Commissioner Ken Wagner and Rhode Island's Charter Schools Program application. These federal resources will directly impact the lives of Rhode Island's children.

I have seen firsthand the collaborative work happening between our district public schools and charter public schools. In addition to the growth of high-quality public school seats, these resources will support collaborative work, improving the lives of all 145,000 Rhode Island students – not just those attending our charter public schools.

I urge you to fund Rhode Island's CSP proposal. Commissioner Wagner and the RI Board of Education have my full support. If you have any questions, please feel free to contact me directly at [redacted]

[redacted]

Daniel J. McKee
Lieutenant Governor

[redacted]

Email: ltgov@ltgov.ri.gov

RI Mayoral Academies

OPENING MINDS · OPENING DOORS · OPENING SCHOOLS

May 15, 2017

U.S. Department of Education

400 Maryland Avenue, SW

Washington, D.C. 20202

From: Donna Stone, CEO, RI Mayoral Academies

Reference: CFDA Number 84.282A

I, on behalf of the Rhode Island Mayoral Academies (RIMA), wish to extend our support for the Rhode Island Department of Education's Charter School Program grant application. Through this funding, Rhode Island Department of Education's proposed Rhode Island Charter Schools Program (RICSP) will deliver on the promise of ensuring that all Rhode Island students will have access to a high-quality education.

RIMA represents a select group of public charters within the state, dedicated to creating partnerships between charter and traditional district schools. Through this district-charter collaboration focus we are successfully impacting the educational course of over 6,000 RI students both enrolled in our Mayoral Academies and in local district schools. With RIDE's continued support we will continue to expand this work brining personalized learning and professional learning communities to schools across Rhode Island.

In our small state the investment in the charter sector has the direct potential to improve the achievement of all our public education students. We support RIDE's mission to improve the academic opportunities of traditionally disadvantaged students, improve statewide student achievement, and grow district-charter collaboration for the betterment of all.

Respectfully,

[redacted]

Donna M. Stone

CEO Rhode Island Mayoral Academies

Appendix D Proof of Nonprofit Status

Not applicable

Appendix E Proprietary Information

Not applicable

Rhode Island Department of Education

FY2017 Application for Grants under the Charter School Program

(CFDA Number 84.282A)

Appendix F 1 – 9

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Appendix F 1:

Charter Template

RHODE ISLAND
BOARD OF EDUCATION

The Rhode Island Council on Elementary and Secondary Education

hereby issues a **Charter** for

[name of charter school]

effective July 1, XXXX and expiring on June 30, XXXX unless renewed or revoked in accordance with the terms and conditions stated herein.

Mission: [mission of charter school]

Daniel P. McConaghy, Chairperson

Ken Wagner, Commissioner

The Charter for [name of charter school]

WHEREAS, a proposed charter was submitted by eligible persons or entities under the Charter Public School Act of Rhode Island (the "Act"), RIGL § 16-77-1, *et seq.*; and

WHEREAS, on the xx day of [month], [year], [name of charter school] (the "School"), a Rhode Island non-profit corporation with a governing board of directors (the "Directors") was organized to operate a [type of charter school] as defined in the Act; and

WHEREAS, the Commissioner of the Rhode Island Department of Elementary and Secondary Education (the "Commissioner" and "RIDE," respectively) affirms that the School has met the criteria for final approval established in the "Board of Regent's Regulations Governing Rhode Island Public Charter Schools" (the "Regulations"), and recommends that the following Final Charter for the School (the "Charter") be approved by the Rhode Island Council on Elementary and Secondary Education (the "Council") pursuant to the Act,

NOW, THEREFORE, in recognition of the authority granted to the Council under the Act, the Council hereby issues this Charter to the School authorizing the establishment of a [type of charter school] subject to the following terms and conditions:

Terms and Conditions of Charter

Section 1: Obligations of Directors

1.1 *Administration.* The School shall be organized and administered by its Directors pursuant to the bylaws contained in **Appendix A.**

1.2 *Duties*. The Directors shall have the general powers and duties of a school committee as defined at RIGL § 16-2-9, except as specifically modified herein. The Directors shall abide by all laws and regulations applicable to governing boards and directors of charter public schools, including, *inter alia*, Rhode Island's Open Meetings Act, RIGL § 42-46-1, *et seq*. and its Code of Ethics, RIGL § 36-14-1 *et seq*., and shall ensure that the School meets the requirements of Rhode Island's Basic Education Program Regulations (the "BEP").

1.3 *Composition.* The roster of Directors shall be provided to the Commissioner. The School shall notify the Commissioner in writing of any changes to the roster of Directors within five (5) business days of their taking effect and provide an updated roster.

1.4 *Affiliation*. Notwithstanding any provision to the contrary in the School's bylaws, in no event shall a majority of Directors be directors, officers, employees, agents or otherwise affiliated with any single entity (with the exception of the School itself), regardless of whether said entity is affiliated or otherwise partnered with the School. For the purposes of this paragraph, "single entity" shall mean any individual entity, as well as any and all related entities to such entity such as parents, subsidiaries, affiliates and partners.

Section 2: Term and Renewal

2.1 *Term.* The School shall hold this Charter effective July 1, XXXX to June 30, XXXX (the "Term"), unless the Charter is revoked pursuant to the provisions of the Act or the Regulations. The School shall be operated in accordance with all of the provisions of the Charter during the Term.

2.2 *Pre-Opening Criteria*. The School shall complete all pre-opening criteria, as defined in the Charter School Readiness Handbook, prior to the first day of school for students.

2.3 *Evaluation and Renewal*. Evaluation of the Charter shall be conducted during this Term in accordance with C-3-1 of the Regulations. The Council decision whether to renew the Charter, the length of renewal, and any conditions placed on the renewal, shall be based on the performance of the School as defined by its attainment of:

a) academic performance goals developed by the Commissioner that shall set valid, reliable and rigorous minimum expectations for the quality of the School's educational program;

b) academic performance goals developed by the School as necessary to measure the School's progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in 2.3(a), *supra*;

c) organizational performance goals developed by the Commissioner that set reasonable, minimum expectations for the School's financial performance and sustainability, student and teacher attrition, and parent and student satisfaction, and;

d) organizational performance goals developed by the School as necessary to measure the School's progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in accordance with 2.3(c), *supra*.

2.4 *Revocation or Expiration.* The Council may revoke this Charter at any time for cause as set forth at RIGL §16-77-5.1(b). If this Charter is revoked or expires, the School shall be solely responsible for settling operations, including liquidation of physical assets (real property, furniture, equipment, and materials), which shall be deemed public property, and payment of any and all debts, loans, liabilities (contingent or otherwise) and obligations incurred at any time in connection with the operation of the School. Upon revocation or expiration of a Charter, all decisions shall be made in the best interests of the children enrolled in the School.

2.5 *Hearing on Revocation or Expiration.* If the Council decides to revoke or not to renew the School's Charter, the School may request a hearing.

SAMPLE

Section 3: Scope of Program and Enrollment

3.1 *Grade Levels Served and Authorized Enrollment.* During the Term, the School is authorized to enroll students in accordance with the table below:

School Year	*Grade Levels*	*Total Enrollment*	*# of school sites*
20XX/XX	x	x	x
20XX/XX	x	x	x
20XX/XX	x	x	x
20XX/XX	x	x	x
20XX/XX	x	x	x

The intent of the School is to eventually serve [number] students in grades [grade span] at [number] school site. Plans for eventual enrollment in the School have been reviewed and approved preliminarily but extend beyond the current Term and are subject to future review.

3.2 *Enrollment Parameters*. The School shall not maintain an enrollment of students greater than the quantity authorized in 3.1, *supra*. If for any reason the School enrolls or intends to enroll fewer than 90% of the number of students authorized, the School shall immediately notify the Commissioner in writing of the difference between authorized enrollment and actual enrollment. The notification shall include a description of financial and organizational impact on the School caused by under-enrollment.

3.3 *Catchment Area:* The School shall enroll students from [cities/towns], Rhode Island.

3.4 *School Calendar and Schedule:* The School shall offer, at a minimum, [number] instructional days to students during each year of the Term. School days shall be from [time] to [time] every weekday.

Section 4: Mission and Program Requirements

4.1 *Public School.* The School shall be deemed a public school acting under Rhode Island law and subject to the Age Discrimination Act of 1975, 42 U.S.C. § 6101, *et seq*., title VI of the Civic Rights Act of 1964, 42 U.S.C § 2000d, et seq., title IX of the educational amendments of 1972, 20 U.S.C § 1681, *et seq*, § 794 of title 29, part B of the Individuals with Disabilities Education Act, 20 U.S.C. § 1411, *et seq*. and all state laws and regulations applicable to charter public schools. All students and prospective students of the School shall be deemed to be public school students, having all the same rights under federal and Rhode Island law as students and prospective students at a non-chartered public school. The School shall be open to students on a space-available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. The School shall not charge tuition or mandatory fees.

SAMPLE

4.2 *Mission.*

[mission of school]

4.3 *Educational Program Components.* The School shall provide a basic education, improve student learning, fulfill program goals, and maintain a high-performing public school program by implementing, at a minimum, the following program components:

4.3.01 **Essential Program Element**

4.3.02 **Essential Program Element**

4.3.03 **Essential Program Element**

4.3.04 **Essential Program Element**

4.3.05 **Essential Program Element**

4.3.06 **Essential Program Element**

4.3.07 **Essential Program Element**

4.3.08 **Essential Program Element**

4.4 *Annual Report.* The School shall produce an annual report to parents, the community, the sending school districts, and the Commissioner, in a format prescribed by the Commissioner.

Section 5: Third-Party Management Providers/Essential Partners

5.1 *Management or Partner Contracts.* The School [has or does not have] a third-party management organization or essential partner. If the School contracts with a school district, nonprofit education service provider, charter management organization, college/university, or other provider for core management or program services, the School shall act in accordance with the approved Management Contract or Memorandum, which shall be attached at **Appendix B**. Nothing in the attached Memorandum or Contract shall be understood to or may alter or supersede the duties of the Directors or the Terms and Conditions of this Charter.

Section 6: Enrollment and Outreach

6.1 *Student Enrollment Procedures.* The School shall be responsible for selection and enrollment of students in accordance with applicable state and federal law and regulations. In cases where the number of applicants to the School exceeds the number of spaces available for enrollment into the School, the School shall hold a lottery in accordance with the requirements of federal and state law, including C-5-2 of the Regulations.

The School shall enroll students as specified in its approved student enrollment procedures, which are included as **Appendix C** and describe a process that is open to all age-eligible students, is publicly verifiable, and does not establish undue barriers to application that may exclude students based on socioeconomic, family, or language background, characteristic, prior academic performance, special education status, or parental involvement. The enrollment procedures include any enrollment preferences, if applicable and if approved by the Commissioner. The procedures

SAMPLE

shall also include outreach and recruitment strategies designed to encourage the enrollment of a diverse student population.

6.2 *Student Transfers and Exits.* Any student exit out of the School shall be documented by an exit form signed by the student's parent or guardian, which affirmatively states that the student's transfer or exit is voluntary. The School shall collect and report to the Commissioner, in a format required or approved by the Commissioner, exit data on all students transferring from or otherwise exiting the school for any reason (other than graduation), voluntary or involuntary. Such exit data shall identify each departing student by name and shall document the date of and reason(s) for each student departure. In the event that the School is unable to document the reasons for a voluntary withdrawal, the School shall notify the Commissioner and provide evidence that it made reasonable efforts to obtain documentation.

Section 7: Personnel

7.1 *Personnel Policies*. The School shall adopt and make available personnel policies, which shall include a description of the relationship that exists between the School and its employees, the terms and conditions of employment, the qualifications that the School's employees must meet, and procedures for personnel to legally challenge decisions of the School.

7.2 *Organizational Structure and Staffing Plan.* The School shall operate under the organizational structure described in **Appendix D**, and the staffing plan described in **Appendix E**.

7.3 *Notification of Change.* The School shall notify the Commissioner of any change to the School's chief executive (e.g. principal, executive director, school leader) within five (5) business days of the change taking effect and provide the name of the new chief executive, title, and contact information.

7.4 *Employee Indemnification*. The School shall indemnify its employees to the full extent mandated by RIGL § 9-1-31.

Section 8: Student Discipline and Parent Concerns

8.1 *Discipline Procedures*. The School shall adopt and make available student discipline policies and procedures in accordance with the Council's regulations for suspensions and/or expulsions.

8.2 A student who is not under suspension or expulsion for discipline reasons may withdraw from the School at any time and enroll in another public school in the district where the student resides as determined by the school committee of the district. A student may be suspended or expelled from the School in accordance with the Council's regulations for suspensions and/or expulsions, and other public schools may give full faith and credit to that suspension or expulsion.

8.3 *Parent Communication.* The School shall adopt and make available procedures for parent communication, including policies and procedures for parents to legally challenge decisions of the School.

Section 9: Facilities

SAMPLE

9.1 *Facilities Requirements*. The School shall abide by all commitments and assurances, and fulfill all requirements, described in the Facilities Requirements and Assurances in **Appendix F**. The School shall make available information about its school facility or facilities, including the physical address of any school facilities, and from whom and under what terms and conditions the facilities are provided.

9.2 *Notification of Change.* If the School intends to add or move facilities, the School shall notify the Commissioner in writing at least sixty (60) days prior to the intended occupancy date of the new facility.

Section 10: Finances

10.1 *Financial Plan.* The School's financial plan, which includes a budget covering five (5) years of operations, is included herein as **Appendix G**, and policies and procedures of financial management, accounts, conflicts of interest, contracting, record-keeping, purchasing, and disbursement, which conform to generally accepted accounting principles, are included as **Appendix H**.

10.2 *Annual Budget and Reporting*. In each year of the Term, the School shall adopt and make available an annual budget, and continuously monitor financial operations by tracking actual versus budgeted revenue and expense. The School shall submit budget reports on a quarterly basis to the Commissioner and as required by and in the format prescribed by the Act and regulations.

10.3 *Audit.* Annually, the School shall arrange for and submit to the Commissioner the results of an independent audit of the School's financial and administrative operations.

10.4 *Non-Commingling.* Assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization, unless modified as approved by the Commissioner.

Section 11: Waivers and Variances

11.1 *Waivers*. The School [has or has not] been approved for a Waiver of statute or regulation:

11.1.1 [description of approved variance, if applicable]

11.2 *Variances.* The School [has or has not] been approved for a Variance of regulation:

11.2.1 [description of approved variance, if applicable]

11.3 *Alternative Methods.* The School shall utilize the following alternative method of compliance with the variance which has been granted: N/A

Section 12: Amendments

SAMPLE

12.1 *Major Amendments*. The Council shall have the authority to approve major changes to the School's Charter as it pertains to the mission, educational program or organizational structure, which shall be governed by C-2-1(a) of the Regulations.

12.2 *Minor Amendments.* The Commissioner shall have the authority to approve minor changes to the School's Charter that do not fundamentally alter the School's organizational structure or educational program, which shall be governed by C-2-1(b) of the Regulations.

Section 13: General Provisions

13.1 *Entire Charter*. This Charter supersedes and replaces any and all prior agreements and understandings between the School and the Council.

13.2 *Severability*. If any provision of this Charter is determined to be unenforceable or invalid for any reason, the remainder of this Charter shall remain in full force and effect. Upon termination or revocation of this Charter, the Council and the Commissioner shall have no further obligations or responsibilities under this Charter.

13.3 *Immunity from Suit*. The School shall have the same immunity from suit possessed by public school districts, and the Directors shall have the same immunity from suit possessed by qualified members of public bodies, as set forth under and limited by chapter 31 of title 9 of the Rhode Island General Laws.

13.4 *Limitation of Liabilities and Indemnification.* In no event shall the Council, RIDE, the Commissioner, or any of their officers, employees, or agents, be responsible or liable for the debts, acts, or omissions of the School, its officers, employees, or agents, and the School hereby agrees to indemnify the Council, RIDE, the Commissioner, and their officers, employees, and/or agents, from any and all loss or damage, including, but not limited to attorneys' fees, incurred as a result of the debts, acts, or omissions of the School, its officers, employees, or agents.

13.5 *Faith and/or Credit Contracts with Third Parties.* The School shall not have authority to extend the faith and credit of the Council to any third party and agrees that it will not attempt or purport to do so. The School acknowledges and agrees that it has no authority to enter into a contract that would bind the Council and agrees to include a statement to this effect in each contract or purchase order it enters into with third parties.

13.6 *Insurance.* The School has obtained property, liability and casualty insurance adequate to protect it against loss, and has named the Council as an additional insured under the applicable insurance policies, the declaration pages of which are included as **Appendix I**.

SAMPLE

Section 14: Appendices

14.1 The Appendices (the "Appendices") attached to this Charter shall be included in this Charter and shall have the meaning as if included as fully set forth herein.

14.1.1 Appendix A: Bylaws
14.1.2 Appendix B: Management Contract or Memorandum (if applicable)
14.1.3 Appendix C: Student Enrollment Procedures
14.1.4 Appendix D: Organizational Structure
14.1.5 Appendix E: Staffing Plan
14.1.6 Appendix F: Facilities Requirements and Assurances
14.1.7 Appendix G: Five-Year Budget
14.1.8 Appendix H: Financial Management Policies
14.1.9 Appendix I: Insurance Policy Declaration Pages
14.1.10 Appendix J: School Specific Goals

SAMPLE

Appendix A

14.1.1 Board of Directors Bylaws

SAMPLE

Appendix B

14.1.2 Management Contract/Memorandum

SAMPLE

Appendix C

14.1.3 Student Enrollment Procedures

SAMPLE

Appendix D

14.1.4 Organizational Structure

SAMPLE

Appendix E

14.1.5 Staffing Plan

SAMPLE

Appendix F

14.1.6 Facilities Requirements and Assurances

SAMPLE

Appendix G

14.1.7 Five-Year Budget

SAMPLE

Appendix H

14.1.8 Financial Management Policies

SAMPLE

Appendix I

14.1.9 Insurance Policy Declaration Pages

SAMPLE

Appendix J

14.1.10 School Specific Goals

SAMPLE

Appendix F 2:

Charter School Performance Review Handbook

RHODE ISLAND DEPARTMENT OF EDUCATION

CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM

A GUIDE FOR THE CHARTER SCHOOL COMMUNITY

COMMISSIONER KEN WAGNER | JANUARY 2017

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INTRODUCTION

ABOUT CHARTER SCHOOLS

In 1995, the Rhode Island General Assembly passed a law permitting teachers and school district personnel to establish new public schools. The law provided these schools some flexibility from district mandates, empowering teachers to innovate around school models and calculations of instruction. Several years later, the state legislature amended the law, this time allowing for nonprofit organizations or Rhode Island colleges and universities to establish new public schools again with the goal of encouraging innovation and improvement in student performance. In 2008, another amendment passed enabling "mayoral academies," a unique type of charter school where mayors establish regional charter schools, with the ultimate goal of improving student outcomes and strengthening communities.

Though Rhode Island's charter schools have unique qualities, they share characteristics common among charter schools: they are free, independent, non-selective public schools of choice. Charter schools have flexibility and autonomy to devise curriculum, choose instructional calculations, and develop a mission that best meets the needs of students. The governing boards of charter schools are self-appointing and are typically independent from district governance, policies, and procedures. In exchange for these freedoms, all charter schools must improve student performance, operate a successful organization, and act as responsible stewards of public funds, according to the terms of a charter. Charters are issued by the Rhode Island the Council on Elementary and Secondary Education (the Council) to charter school boards, and describe each school's academic and operational performance expectations, which are the manifestations of the promises charter schools make to students, families, and the state of Rhode Island. The Council subsequently reviews each charter at the end of its term to determine whether or not that charter should be renewed.

ABOUT THE CHARTER SCHOOL PERFORMANCE REVIEW SYSTEM

"The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy." (R.I.G.L 16-77-3.1.)

In 2010, RIDE developed a comprehensive charter school review framework to help evaluate school performance and inform the Council's charter renewal decisions. This framework produced a robust report to accompany the Commissioner of Education's renewal recommendation to the Council. Following five years of experience implementing the system, in 2015, RIDE embarked on a process to revise the system based on lessons learned through implementation and national best practice.

This updated Charter School Performance Review System stems from a year of research, engagement, and development, in partnership with a committee of charter school practitioners and the National Association of Charter School Authorizers. The committee consisted of RIDE staff and representatives from the Rhode Island

League of Charter Schools, and the Rhode Island Mayoral Academies. This committee sought to revise the existing charter school performance review framework by:

- Increasing transparency for all stakeholders (including schools, families, and communities);
- Analyzing objective performance criteria to inform clear annual performance evaluations and charter school renewal decisions; and,
- Incorporating authorizing best practices and ensuring consistency with state policies and procedures to result in an efficient charter school review process.

The product of their work is documented in this handbook as a guide for engaging with and interpreting the Charter Performance Review System.

PERFORMANCE REVIEW SYSTEM: OVERVIEW

The Charter School Performance Review System includes four indicators to evaluate performance:

Primary Indicator (1)	Academic
Sustainability Indicators (3)	Financial, Organizational, and Compliance

The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses strong infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, and clear review of performance.

On an annual basis, each charter school will receive a RIDE-issued school-specific Annual Charter Performance Report. These school-specific reports indicate the respective school's performance for each indicator and the indicator's respective criteria. RIDE will also issue an annual report to the Council that summarizes the annual performance of all charter schools. These annual reports are designed to increase transparency of accountability measures for school leaders, the council, families, and the general public.

Finally, this revised system uses the Annual Charter Performance Reports to clearly inform the charter renewal process and recommendations. When RIDE reviews a charter for renewal, the charter will be placed into one of four tiers ("(1)Exceeds Expectations," "(2)Meets Expectations," "(3)Approaches Expectations," or "(4)Does Not Meet Expectations") based on the charter's Annual Charter Performance Reports. RIDE will subsequently differentiate the review process for each tier - for example, schools in "Exceeds Expectations" will have a streamlined review process, while the review process for the "Does Not Meet Expectations" tier will require a more in-depth intensive review. The differentiated renewal review and sorting of schools by historic performance will then help provide clarity to the Council when making their renewal decisions.

PERFORMANCE FRAMEWORK SNAPSHOT

Primary Indicator: Academic Performance	*School Performance*	1.A1 School Accountability System (CIS) 1.A2 School-Specific Goals
	School Comparison (Calculated only if the school is not meeting School Performance)	1.A2 School-Specific Goals 1.B1 Comparison to Enrolling Districts 1.B2 Gap Closure 1.B3 Growth (Elementary/Middle School) or Graduation Rate (High School)
Sustainability Indicator 1: Financial Performance	1.1 Current Ratio 1.2 Unrestricted Days of Cash 1.3 Debt to Asset Ratio 1.4 Total Margin & 3-Year Aggregate Total Margin 1.5 Debt Service Coverage Ratio	
Sustainability Indicator 2: Organizational Performance	2.1 Organizational School-Specific Goals 2.2 School Environment 2.3 Equity and Access 2.4 Dissemination 2.5 Board and Leadership Quality	
Sustainability Indicator 3: Compliance	3.1 - 3.5 Student Rights 3.6 - 3.8 Employee Management 3.9 - 3.12 Health & Safety 3.13 - 3.16 Educational Program 3.17 - 3.19 School Leadership 3.20 - 3.29 Financial Management	

PERFORMANCE REVIEW TIMELINES

The following outlines an estimated timeline of school interaction with the Charter Performance Review System. The exact timing of each activity may vary.

Year One (New School)

There will not be any required actions during the first school year.

Year One (Schools that had a previous term)

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for year 5 of previous term	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 5 of previous term	RIDE
December 31	School Submits Year 5 of previous term Financial Audit	Charter

Year Two

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 1	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 1	RIDE
December 31	Submit School Year 1 Financial Audit	Charter

Year Three

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 2	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 2	RIDE
December 31	Submit School Year 2 Financial Audit	Charter

Year Four

Time	Performance Review Activity	Responsible
Early Fall	Complete School-Prepared Annual Report for Year 3	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 3	RIDE
Mid Fall	Renewal Process identified for schools based on available Annual Charter School Performance Dashboards.	RIDE
Mid Fall	Schedule tier-specific site visit and share renewal application	RIDE
December 31	Submit School Financial Audit for Year 3	Charter
Mid Fall	Schedule tier-specific site visit and release renewal application	RIDE

Spring	Complete Renewal Application	Charter
Spring	Conduct School Site Visits	RIDE / Charter
Summer	Draft Renewal Report with Placeholder for Year 4 Data	RIDE
Summer	Charter reviews Draft Renewal Report for Factual Accuracy	Charter

Year Five*

Time	**Performance Review Activity**	**Responsible**
Early Fall	Complete School-Prepared Annual Report for Year 4	Charter
Mid Fall	RIDE Data Analysis and Follow Up with Schools	RIDE
Mid Fall	Release Charter School Performance Report for Year 4	RIDE
Mid Fall	Finalize Renewal Report	RIDE
Late Fall	Charter Submits Response to Report	Charter
Winter	Present Recommendation to Council	RIDE / Council
Winter	Council Vote on Renewal Decision	Council
December 31	Submit School Financial Audit for Year 4	Charter

* At the conclusion of this 5th academic year, schools will submit the School-Prepared Annual Report and Financial Audit for Year 5 by the same deadline as other schools. RIDE will issue the school's Annual Charter School Performance Dashboard for Year 5 in the fall alongside other Charter School Annual Performance Reports.

SECTION 2: PERFORMANCE INDICATORS

The Charter School Performance Review System includes four indicators that evaluate performance: Academic, Financial, Organizational, and Compliance. The primary indicator places academic performance at the forefront of evaluating charter school performance, while the sustainability indicators ensure that the charter school possesses the proper infrastructure and systems to continue to provide a quality education to Rhode Island's students. Each Indicator is made up of select criteria (representing state law, regulation and practice regarding accountability measures) that ensures a streamlined, robust, and clear review of performance. For each indicator, this section provides information regarding the description of each indicator and the underlying criteria as well as data sources, notes and rubrics. Use the table below to navigate to a specific Indicator or criterion.

Primary Indicator
1. Primary Indicator: Academic Performance A. School Performance 1. School Classification 2. School-Specific Academic Goals B. School Comparison 1. Sending District Comparison 2. Gap Closure 3. Growth (Elementary/Middle School) or Graduation Rate (High School)
Sustainability Indicators
1. Sustainability Indicator 1: Financial Performance 1.1. Current Ratio 1.2. Unrestricted Days of Cash 1.3. Debt to Asset Ratio 1.4. Total Margin & 3-Year Aggregate Total Margin 1.5. Debt Service Coverage Ratio
2. Sustainability Indicator 2: Organizational Performance 2.1. Organizational School-Specific Goals 2.2. School Environment 2.3. Equity and Access 2.4. Dissemination 2.5. Board and Leadership Quality
3. Sustainability Indicator 3: Compliance Performance 3.1 - 3.5. Student Rights 3.6 - 3.8. Employee Management 3.9 - 3.12. Health & Safety 3.13 - 3.16. Educational Program 3.17 - 3.19. School Leadership 3.20 - 3.29. Financial Management

PRIMARY INDICATOR: ACADEMIC PERFORMANCE

The Academic Performance indicator is designed to gauge the success of a school's educational program as measured by student academic performance. Consistent with Rhode Island state law regarding charter schools, the Academic Performance Indicator is the primary indicator considered in renewal decisions. It is made up of two levels of criteria. In the first level, School Performance, the school's performance in the state accountability system and school-set goals are used to determine if the school is a highly performing school in Rhode Island. If a school does not meet the required measures for each criteria in School Performance, the second level of criteria, School Comparison, are included in the school's performance analysis.

SCHOOL PERFORMANCE

School Performance measures performance in the state accountability system and school-specific goals set at the time of Charter issue/renewal. Schools are given an overall annual rating that is decided by ratings for each indicator. Each school performance indicator, its ratings and calculations for arriving at the ratings, are listed below.

Annual Ratings School Performance			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
1.A.1 is rated as "Meets" or "Exceeds." AND 1.A.2 is rated as "Exceeds."	1.A.1 is rated as "Meets" or "Exceeds." AND 1.A.2 is rated as "Meets" or "Does Not Meet."	1.A.1 is rated as "Approaches." AND 1.A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."	1.A.1 is rated as "Does Not Meet." AND 1.A.2 is rated as "Exceeds", "Meets" or "Does Not Meet."

The following tables describe the criteria that make up the Academic Performance Indicator: School Performance.

1.A.1 Statewide School Accountability System	
Key Question:	Is the school demonstrating student performance based on the State Accountability System?
Description:	This criterion is intended to be responsive to changes in the statewide accountability system - the system by which the state holds all schools including traditional and charter schools, accountable to for their performance in accordance with federal law. The criteria for this system are determined through a process with the US Department of Education. Regardless of the criteria, a cut score is determined as part of the

	composite index score process that determines a school's classification. The criteria within the statewide accountability system may also change over years.
Data Sources and Examples of Evidence:	● State Accountability System results for school
Notes	In the absence of a classification due to a lack of or insufficient data, this criterion will not be rated.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
School is at "Commended" level.	School is at "Leading" or "Typical" level.	School is at "Warning" level.	School is at "Focus" or "Priority" level.

1.A.2 Academic School-Specific Goals	
Key Question:	Is the school meeting academic goals set by the charter at the time of authorization/renewal?
Description:	Following the first implementation of school-specific goals, these goals will be established at the time of charter issuing or renewal and will be reflected in the official charter form issued to the charter's board. These goals have been included in the primary indicator to ensure the school's progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative process between the school or charter's leadership and the RIDE team. Further information will be available in an appendix of this document to be added at a later date.
Data Sources and Examples of Evidence:	● The calculations for school specific academic goals are unique to each school. The calculations measure whether the school is meeting the 2-3 goals set at the time the charter was granted/renewed. ● The evidence provided here will vary based on goals.
Notes	If goals were not set, this criterion will not be considered. In those instances, the annual rating for School Performance will equate to the rating for 1.A1. The full school-specific goal process will be available in an Appendix of this document to be added at a later date. For this criterion, "Approaches Expectations" will not be defined.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school is **outperforming at least one goal *and* performing at target for all other goals** per the measures set for each goal at the time of charter issue/renewal.	The school is performing **at target for all goals** per the measures set for each goal at the time of charter issue/renewal.		The school is **underperforming on one or more goals** per the measures set for each goal at the time of charter issue/renewal.

SCHOOL COMPARISON

The School Comparison component of the Academic Performance Indicator is only calculated if a school is not rated at least "Meets Expectations" in the School Performance Annual Rating. The comparison allows for a more informative accountability process if a school has not met expectations in school performance. The School Comparison component measures the school's weighted academic comparison to its sending school district(s)' proficiency rates. Additionally, this component of the Academic Indicator breaks out the individual components of the State Accountability System, known as the Composite Index Score (CIS). Graduation rates are calculated for high schools and Growth is calculated for elementary and middle schools. These elements represent the most common considerations of a school's performance when not meeting expectations on the state accountability system. Since this School Comparison indicator has been established to gather more information beyond the expectations of School Performance, it is not possible for a school to receive a rating of "Exceeds Expectations." Each school comparison criteria, its ratings and calculations for arriving at the ratings are listed below.

Annual Ratings School Comparison			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	For A.2, B.2 and B.3 no more than one criterion is rated as "Approaches" and all others are rated as "Meets" or "Exceeds." AND B.1 is rated as "Meets" or "Exceeds."	For A.2, B.2 and B.3, no more than one criterion is rated as "Does Not Meet" and all others are rated as "Approaches", "Meets" or "Exceeds." OR B.1 is rated as "Approaches."	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 following tables describe the criteria that make up the Academic Performance Indicator: School Comparison.

1.B.1 Proficiency Compared to Enrolling Districts			
Key Question:	Are students in the school performing well on the state assessment in comparison to their home district?		
Description:	The Proficiency compared to Enrolling Districts criterion allows for a weighted comparison between a charter school and its enrolling districts. Each school's report card contains a published error rate for proficiency. The error rate creates a performance range. Ratings are decided based on whether the weighted average of sending schools' proficiency falls above, below or within the charter school's performance range.		
Data Sources and Examples of Evidence:	● The weighted average proficiency in Math and ELA is compared to the school's enrolling districts.		
Notes	To be considered above 85%, the charter school's proficiency rate minus the error band must be equal to or greater than 85%.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The charter school proficiency rate, minus the error value is at 15 percentage points or more than the weighted average proficiency rate of enrolling districts in both Math and ELA. OR The weighted average proficiency rate of enrolling districts is above 85% and the charter school proficiency rate minus the error value is greater than the weighted	The weighted average proficiency rate of enrolling districts in both Math and ELA is lower than the percent of students proficient at the charter school minus the error value.	The weighted average proficiency level of enrolling districts in both Math and ELA is equal to or within the charter school's performance range values.	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.

average proficiency rate of enrolling districts.			

1.B.2 Gap Closure	
Key Question:	Is the school closing the proficiency gap between their highest and lowest performing students?
Description:	The Gap Closure criterion measures the average performance of the bottom 25 % of all student scores for each content area within each school against the minimum scale score to meet expectations.
Data Sources and Examples of Evidence:	● State Accountability System results for school ● Students are placed into quartiles based on their annual scaled scores. Then school mean scaled scores at the bottom quartile are calculated. The school gap is defined as the gap between 750 (the minimum scale score for proficiency) and the average scale score of the bottom quartile. ● Refer to the gap closure cut scores published in the technical bulletin for the statewide accountability system.
Notes	Schools where the bottom quartile population over two years is fewer than 20 will not have a gap metric calculated.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The gap between the mean scale score of the lowest quartile and proficiency for both ELA and Math falls within the top two ranges of scores as published in the school accountability system.	The gap between the mean scale score of the lowest quartile and proficiency for either ELA, Math or both falls within the middle range of scores as published in the school accountability system for. AND neither Math nor ELA are in the bottom two ranges.	The gap between the mean scale score of the lowest quartile and proficiency for either ELA or Math falls within the bottom two ranges of scores as published in the school accountability system.	The gap between the mean scale score of the lowest quartile and proficiency for ELA and Math falls within the bottom two ranges of scores as published in the school accountability system.

1.B3 Growth (Middle/Elementary)

Key Question:	Is the school increasing academic performance of all its students?
Description:	For this measure, Student level percentile records in ELA/Literacy and in mathematics combine to increase the number of records available for determining median percentiles for each of the three subgroups (All students, Minority/Poverty and IEP/ELL). Each subgroup is only measured if there are at least 20 students in that subgroup who were tested.
Data Sources and Examples of Evidence:	• Growth is calculated for the State Accountability System using the Student Growth Percentile (SGP) methodology. Each student's PARCC score is compared to his previous years' standardized test scores. The growth is calculated relative to peers with a similar prior academic history. For each school or district, a median percentile score is determined for each of the subgroups. Points from 1 to 5 are then assigned for each of these subgroups based on their median percentile scores. The mean of these three values is then calculated. • Refer to the growth cut scores published in the technical bulletin for the statewide accountability system.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school's growth measures for both ELA and Math falls within the top two ranges of scores as published in the school accountability system	The school's growth measures for either ELA, Math or both falls within the middle range of scores as published in the school accountability system. AND neither Math nor ELA are in the bottom two ranges.	The school's growth measures for either ELA or Math falls within the bottom two ranges of scores as published in the school accountability system.	The school's growth measures for both ELA AND math fall within the bottom two ranges of scores as published in the school accountability system.

1.B3 Graduation Rate (High Schools)	
Key Question:	Are the students who attend the school graduating?
Description:	This measure is intended to serve as an indication of a school's graduation quota.

Data Sources and Examples of Evidence:	• The graduation rate used for this criterion is the rate used for the state accountability system. The State Accountability system uses the higher of the 4-year rate and the composite rate. • Refer to the graduation rate cut scores published in the technical bulletin for the statewide accountability system.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school's graduation rate equal to or above 90.	The school's graduation rate is equal to 85 and less than the 90.	The school's graduation rate is equal to 75 and less than the 85.	The school's graduation rate is below 75.

SUSTAINABILITY INDICATOR 1: FINANCIAL PERFORMANCE

The Financial Performance Indicator evaluates the charter school's fiscal short-term performance and long-term sustainability. Schools are required to submit an audited financial statement for every fiscal year. RIDE depends on the auditor's opinion as stated at the beginning of the report and if any, additional attached managerial letters from the auditor with details or concerns. The Financial Performance Indicator evaluates the charter school or network as managers of public funds.

Annual Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet 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."	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."	For 1.1, 1.2, 1.3, 1.4, and 1.5, two or more criteria are rated as "Does Not Meet."

The following criteria and their measures make up the Financial Performance Sustainability indicator. For each criterion, RIDE will calculate a Preliminary Rating immediately following the submission of the school's financial audit. RIDE will then follow up with schools about their Preliminary ratings as necessary to obtain any contextual information that should be considered in preparing a Final Rating. The Final ratings will be used in determining the annual rating above.

1.1 Current Ratio			
Key Question:	Does the organization's current ratio indicate that its current assets can cover its current liabilities?		
Description:	This criterion measures whether the school's current assets cover the school's current debts or pecuniary obligations. The Current Ratio serves as an indication of the school's financial health.		
Data Sources and Examples of Evidence:	• Audited financial statement • Calculation: Current Assets / Current Liabilities		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	Current ratio is equal to or greater than 1.	Current ratio is between .9 and 1	Current ratio is below .9

1.2 Unrestricted Days of Cash			
Key Question:	For how many days can the organization pay its expenses without another inflow of cash?		
Description:	Unrestricted Days of Cash indicates the amount of days an organization can pay expenses without incoming cash flow. This measure illustrates the organization's ability to balance their budget.		
Data Sources and Examples of Evidence:	• Audited financial statement • Calculation: (Unrestricted Cash & Equivalents x 365 Days) / (Total Operating Expenses - Annual Depreciation)		
Notes	The financial structure of District charter schools may not allow for this calculation to be made. This rating is currently not reported for District charter schools.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet 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.	School has between 15 and 30 days of unrestricted cash OR School has between 30 and 60 days of cash and one-year trend is negative.	School has 15 days or less of unrestricted cash on hand

1.3 Debt to Asset Ratio			
Key Question:	Does the school have a low level of debt relative to assets?		
Description:	The Debt to Asset Ratio shows the quantitative relationship between an organization's debt and assets. This measure serves as an indication of the school's financial health.		
Data Sources and Examples of Evidence:	● Audited financial statements ● Calculation: Total Liabilities / Total Assets		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	School's debt to asset ratio is less than 0.90	School's debt to asset ratio is between .9 to 1, inclusive	School's debt to asset ratio is greater than 1

1.4 Total Margin & 3-Year Aggregate Total Margin	
Key Question:	Does the school have a positive net income relative to its total revenues? Does the school have a positive three-year net income relative to its total three-year revenue?
Description:	The Total Margin ratio examines the school's revenue as a function of its expenses. The 3-Year Aggregate Total Margin shares the trend of revenue as a function of expenses.
Data Sources and	● Three years of Audited financial statements

Examples of Evidence:	• Calculation of Total Margin: Net Income / Revenue • Calculation of Total 3-year Margin: Total 3-year Net Income / Total 3-year Revenue		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	Aggregated three- year total margin is positive AND The most recent year total margin is positive	Aggregated three- year total margin is negative OR The most recent year total margin is negative	Aggregated three- year total margin is negative AND The most recent year total margin is negative

1.5 Debt Service Coverage Ratio			
Key Question:	Does the school have the ability to cover its debt obligations in the current year?		
Description:	Total margin ratio examines a school's revenue relative to its expenses.		
Data Sources and Examples of Evidence:	• Audited financial statements • School-provided annual principal and interest obligations • Calculation: (Net Income + Depreciation Expense (if not included in net income)) / (Annual Principal, Annual Interest, and Lease/Rent Payments)		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	School's debt service coverage ratio is greater than or equal to 1.1		School's debt service coverage ratio is less than 1.1

SUSTAINABILITY INDICATOR 2: ORGANIZATIONAL PERFORMANCE

The Organizational Performance Indicator evaluates the quality of the management and structure of the institution to ensure sustainable student performance and the integrity of the organization as a representative of the charter school community. Organizational performance is in the support of the ultimate goal of student achievement and may be considered in a charter's renewal. This annual rating reflects that the Equity and Access criteria must be met in order to be rated "Meet Expectations." Beyond that the school should have no more than one "Approaches Expectations" ratings for the other criteria in order to "Meet Expectations." The criteria and the corresponding rubric for this Indicator are listed below. The following criteria and their measures make up the Organizational Performance Sustainability indicator.

Annual Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
For 2.1, 2.2, 2.4 and 2.5, no more than one criterion is rated as "Meets" and all other criteria are rated as "Exceeds." AND 2.3 is rated as "Meets."	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."	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."	For 2.1, 2.2, 2.3, 2.4 and 2.5, two or more criteria are rated as "Does Not Meet."

The following tables describe the criteria that make up the Academic Performance Indicator: School Performance.

2.1 Organizational School-Specific Goals	
Key Question:	Is the school meeting the 2-3 goals set at the time the charter was granted/renewed which ensure their faithfulness to the charter?
Description:	Following the first implementation of school-specific goals, these goals will be established at the time of charter issuing or renewal and will be reflected in the official charter form issued to the charter's board. These goals have been included in the indicator to ensure the school's progress with its approved mission is considered in its overall performance assessment. The setting of these goals will be a collaborative process between the school or charter's leadership and the RIDE team. Further information will be available in an appendix to be added at a later date.

Data Sources and Examples of Evidence:	● The calculations for school specific organizational goals are unique to each school. The calculations measure whether the school is meeting the 2-3 goals set at the time the charter was granted/renewed. ● The evidence provided here will vary based on goals. The full school-specific goal process will be available in an Appendix of this document to be added at a later date.

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
The school is outperforming at least one goal and performing at target for all other goals per the measures set for each goal at the time of charter issue/renewal	The school is performing at target for all goals per the measures set for each goal at the time of charter issue/renewal	The school is underperforming on one or more goals per the measures set for each goal at the time of charter issue/renewal	

2.2 School Environment	
Key Question:	Is the school creating a strong learning environment that students and families choose to be a part of?
Description:	This criterion includes various elements that make up a school's environment including student and family engagement, student attendance, demand for the school, and student retention.

Data Sources and Examples of Evidence:	● Attendance
	  ○ Attendance records reported to RIDE daily
	● Parent & Family Engagement
	  ○ Documentation of events or activities
	  ○ Copies of school newsletters or other information vehicles
	  ○ Parent engagement on or with the Board
	  ○ In Site Visit Year, interviews or feedback from parents
	● Retention
	  ○ Charter school attrition data and analysis of enrollment data
	● Waitlist
	  ○ Charter School Applicant Report (CSAR)

Notes	For each school where "break grades" exist, these will be documented in the school's

	charter.		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet 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.	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.	The school's attendance rate is 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 80% of students in non-break grades return to school the next year.	The school's attendance rate is lower than the state's average attendance rate as published by RIDE. AND There is no evidence that the school regularly engages parents and families AND/ OR Fewer than 80% of students in non-break grades return to school the next year.

2.3 Equity and Access	
Key Question:	Do the school's policies and procedures ensure access to all students across the school's approved regions?

Description:	This criterion considers lottery, enrollment, retention policies and procedures to ensure the school is accessible to students of all demographic groups from the school's approved regions.

Data Sources and Examples of Evidence:	• Attrition data
	  ○ documented policies or procedures for data analysis
	  ○ Documented policies or procedures that resulted from data analysis
	  ○ Minutes or notes from meetings where analysis or conclusions were discussed
	• Recruitment and retention
	  ○ documented policies or procedures for recruitment and retention, especially pertaining to students identified as low-income, special education and English Language Learners
	  ○ Documentation of events, activities or school wide actions that demonstrate these policies address all populations.
	• Applicant pool
	  ○ documented policies or procedures regarding recruitment
	  ○ Charter School Applicant Report (CSAR)
	  ○ Teacher-Course-Student Data

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet 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	*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	*Two or more of the following are 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, lottery and retention

	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.	implemented recruitment, lottery 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.	policies and procedures that address all populations in their sending district. --- Evidence suggests that the applicant pool is not representative of its sending communities.

2.4 Dissemination	
Key Question:	Is the Charter School/Network disseminating quality best practices and lessons learned with K-12 institutions and partners?
Description:	Per state law § 16-77, regarding charter schools, "Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education." This criterion seeks to understand the extent to which the school is promoting lessons learned and best practices across the K-12 field.
Data Sources and Examples of Evidence:	● Documentation of reports shared with colleagues in the K12 field ● Conference presentations ● Documentation of District-Charter partnerships ● Documentations of efforts in distributing best practices through websites, newsletters or events

Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
There is evidence that the school shares curricular and instructional resources and best practices with	There is evidence that the school shares or attempts to share curricular and/or	There is little evidence that a school shares curricular and/or instructional resources and/or best practices	There is no evidence that a school shares curricular and/or instructional resources and/or best practices

multiple partners or through multiple modalities.	instructional resources and/or best practices		

2.5 Board and Leadership Quality			
Key Question:	Does school leadership and members of the board of trustees act as public agents authorized by the state and provide competent and appropriate governance and leadership to ensure the success and sustainability of the school?		
Description:	This criteria reviews the quality of the authorized body, the school's board, in ensuring the school is well managed and operating in a way that promotes continuous improvement for teaching and learning in line with the school's mission.		
Data Sources and Examples of Evidence:	● Documentation of leadership review processes ● Documentation of board meeting minutes ● Documentation of strategic plan and implementation ● Board Member resumes		
Ratings			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet 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	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	*One of the following is true:* The board or school leader do not 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. ----	*Two or more of the following are true:* The board or school leader do not 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. ----

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. AND There is evidence that the board represents a wide range of expertise and shows alignment to school mission where applicable.	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.	The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.	The board or school leader does not have and implement clear and well-understood systems for decision-making and communication processes. ---- There is no evidence that the Board holds the school leader accountable.

SUSTAINABILITY INDICATOR 3: COMPLIANCE

The Charter Compliance Indicator ensures that the charter school has complied with legal and regulatory responsibilities. Any additional context would be included with notes, depending on the extent of the violation. The annual rating summarizes the 29 criteria that make up this Indicator.

Annual Ratings for Compliance			
Exceeds Expectations	**Meets Expectations**	**Approaches Expectations**	**Does Not Meet Expectations**
	All criteria associated with Federal laws and regulations are rated as “Meets.” AND	One criterion associated with Federal law and regulation is rated as "Does Not Meet." OR	Three or more criteria are rated as "Does Not Meet."

	No more than one criterion not associated with Federal laws and regulations is rated as "Does Not Meet."	Two or more criteria are rated as "Does Not Meet."	

The criteria below make up the Compliance Indicator. They have been grouped into five sets of related criteria.

3.1 - 3.5 Student Rights	
Key Question:	Does the school have established and implemented policies and procedures in place to address student rights matters consistent with law, regulation and requirements of the charter school as authorized?
Description:	This set of criteria addresses matters relating to civil rights, special education, English language learners, disadvantaged student populations and matters of charter lottery and enrollment.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the Office of Civil Rights or RIDE office on behalf of the Office of Civil Rights ● Summary of any review conducted by the RIDE Office of Student, Community and Academic Support. ● Charter School Applicant Report ● Documented Lottery Policies and Procedures

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.1 There is not an unresolved material violation with laws and regulations as reviewed by the Office for Civil Rights.	3.1 There is an unresolved material violation with laws and regulations as reviewed by the Office of Civil Rights.
3.2 There is not an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.	3.2 There is an unresolved material violation with laws and regulations relating to IDEA (Special Education) as reviewed by the Office of Student, Community and Academic Support.
3.3 There is not an unresolved material violation with laws and regulations relating to Title III (English	3.3 There is an unresolved material violation of laws and regulations relating to Title III (English Language Learners) as

Language Learners) as reviewed by the Office of Student, Community and Academic Support.	reviewed by the Office of Student, Community and Academic Support.
3.4 There is not an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support.	3.4 There is an unresolved material violation with laws and regulations relating to Title I as reviewed by the Office of Student, Community and Academic Support.
3.5 The school appropriately utilizes the RI enrollment lottery application, submits the charter school applicant report and has policies/ procedures in place to ensure a fair and equitable lottery system.	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.

3.6 - 3.8 Employee Management	
Key Question:	Does the school have established and implemented policies regarding the staffing of the schools that are consistent with laws, regulations and requirements of the charter as authorized?
Description:	This set of criteria address Title II, staff evaluation and policies and procedures regarding matters of staffing.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Office of Educator Quality ● Documented Human Resources policies and procedures

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.6 There is not an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including those within Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality.	3.6 There is an unresolved material violation with laws and regulations relating to Highly Qualified Teacher and Paraprofessional requirements including those within Title II of the Elementary and Secondary Education Act [ESEA]) as reviewed by the Office of Educator Quality.
3.7 The school has established human resource procedures and an employee handbook that addresses employee rights.	3.7 The school does not have established human resource procedures and an employee handbook that addresses employee rights.

3.8 There is not an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality.	3.8 There is an unresolved material violation with laws and regulations relating to teacher and staff evaluation as reviewed by the Office of Educator Quality.

3.9 - 3.12 Health & Safety	
Key Question:	Has the school established and implemented policies and procedures that ensure the safety and well-being of students?
Description:	This set of criteria includes building safety, nursing and health services, food services and student behavior management.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Office of Fiscal Efficiencies ● Documentation of inspections, certificates and insurance ● Documented policies and procedures regarding student behavior and school safety

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.9 The school has secured and maintained Current Documentation of Fire Code Inspection, Certificate of Occupancy and Appropriate Certificate of Insurance Coverage.	3.9 The school has not secured and maintained Current Documentation of Fire Code Inspection AND/OR Certificate of Occupancy AND/OR Appropriate Certificate of Insurance Coverage.
3.10 There is not an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.	3.10 There is an unresolved material violation with laws and regulations relating to appropriate school health services protocols, procedures, standing orders, plans, and policies as required in the annual submission of the Annual School Health Report (ASHR) and reviewed by the Office of Student, Community and Academic Support.
3.11 There is not an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies.	3.11 There is an unresolved material violation with laws and regulations relating to food service requirements as reviewed by the Office of Statewide Efficiencies.
3.12 The school has documented behavior and school safety policies.	3.12 The school does not have documented behavior and school safety policies.

3.13 - 3.16 Educational Program	
Key Question:	Is the school implementing and reporting all required elements of the school's educational program as required by law, regulation and the authorization of the charter?
Description:	This set of criteria summarizes the requirements of the school to abide by laws, regulations and requirements of the authorized charter regarding the educational program of the school including requirements and addresses relevant reporting requirements.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RIDE Division of Teaching and Learning ● Summary of any review conducted by the RIDE Office of College and Career Readiness ● Documentation of meetings, including professional development, of teachers, board or school leadership regarding content alignment to standards ● Enrollment and Attendance Reports ● Documentation of policies regarding school year length
Notes	● Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report's timeliness.

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.13 The school is practicing essential educational program components as defined by the school's charter, state law and regulation.	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 For all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.	3.14 There is not evidence that for all grades and in all core-content area subjects, the school implemented curricula that are aligned to statewide standards.
3.15 The school has submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.	3.15 The school has not submitted all required information via reporting tools including but not limited to TCS, enrollment, attendance.
3.16 The school has a policy to abide by all laws and regulations regarding length of school day and year.	3.16 The school does not have a policy to abide by all laws and regulations regarding length of school day and year.

3.17 - 3.19 School Leadership	
Key Question:	Is the school abiding by laws, regulations and board bylaws established to govern board activities?
Description:	This set of criteria includes open meetings laws, public records requests, state code of ethics and board bylaws.
Data Sources and Examples of Evidence:	● School provided assurances in School-Prepared Annual Report ● Summary of any review conducted by the RI State Board of Ethics ● Documentation of Board meeting minutes ● Documentation of policies and procedures regarding conflicts of interest and stakeholder complaints

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.17 The charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.	3.17 There is not sufficient evidence that the charter's board complied with all open meetings, public records requests, and the State Employee Code of Ethics.
3.18 The Board maintains and implements board bylaws.	3.18 There is not sufficient evidence that the Board maintains and implements board bylaws.
3.19 The Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.	3.19 There is not sufficient evidence that the Board has policies and procedures for addressing conflicts of interest and stakeholder complaints.

3.20 - 3.29 Financial Management	
Key Question:	Is the school completing financial management requirements?
Description:	This indicator summarizes the financial reporting requirements of charter schools. It also includes reporting of outcomes of reviews by other bodies such as the independent auditor report(s).
Data Sources and Examples of Evidence:	● Documentation of Board meeting minutes ● Documentation of policies and procedures regarding budget amendments ● Quarterly UCOA Reports ● Audited Financial Statements

Notes	• Approved deadline extensions will not count against the charter school. If a requested deadline extension was approved for the charter school, the approved extended deadline will be used to consider the report's timeliness.

Ratings	
Meets Expectations	**Does Not Meet Expectations**
3.20 Necessary budget revisions during the school year were made and formally approved by the charter's board.	3.20 There is not sufficient evidence that necessary budget revisions during the school year were made and formally approved by the charter's board.
3.21 The school's Quarterly Financial Reports were submitted on time and with accurate information.	3.21 The school's Quarterly Financial Reports were not submitted on time and with accurate information.
3.22 The school submitted its Quarterly UCOA data on time and with accurate information.	3.22 The school did not submit its Quarterly UCOA data on time and with accurate information.
3.23 The school submitted its Agreed Upon Procedure Audits on time and with accurate information.	3.23 The school did not submit its Agreed Upon Procedure Audits on time and with accurate information.
3.24 The school submitted its Annual Budget on time and with accurate information.	3.24 The school did not submit its Annual Budget on time and with accurate information.
3.25 The school submitted its Annual Financial Audit on time and with accurate information.	3.25 The school did not submit its Annual Financial Audit on time and with accurate information.
3.26 The school received an unqualified/unmodified audit.	3.26 The school received a qualified/modified audit.
3.27 The school's auditors determined the school had "no significant deficiencies" or equivalents.	3.27 The school's auditors determined the school had "significant deficiencies" or equivalents.
3.28 The school's auditors determined the school had "no material weaknesses" or equivalents.	3.28 The school's auditors determined the school had "material weaknesses" or equivalents.
3.29 The school received an unmodified/unqualified single audit. (only applicable beginning FY16 when a school has spent $750K+ in Federal Funds)	3.29 The school received a modified/qualified single audit. (only applicable beginning FY16 when a school has spent $750K+ in Federal Funds)

SECTION 3: ANNUAL REPORTING

The Charter Performance Review System is intended to provide regular and timely information regarding charter school performance. This information is used by school leaders and administrators in decision making and planning; students and families to understand their education options; and the Rhode Island Department of Education for accountability and reporting purposes. Annual Reporting is made up of two parts: a school generated report (the School-Prepared Annual Report) and a RIDE generated report (the Annual Charter School Performance Dashboard).

SCHOOL-PREPARED ANNUAL REPORT

The School-Prepared Annual Report is completed by the school or charter leadership at the end of each academic year. The report template is developed by RIDE and available on a web-based platform. The annual report template includes both open response questions, and assurance and questions requiring uploads of policy and other documentation. The report is released by the RIDE team each June and will be due in September. Submitted School-Prepared Annual Reports will be posted on the RIDE website for public review, alongside the school's Annual Charter School Performance Dashboard. Charters authorized to manage multiple schools will receive a report for each school.

ANNUAL CHARTER SCHOOL PERFORMANCE DASHBOARD

Each year, RIDE will issue an Annual Performance Report for each school. The report takes a dashboard format and will be made up of the annual ratings for each indicator with a short synopsis of the reason for that rating.

These reports will be shared in two ways. The first is as a school specific report sent directly to the school leaders and published on the RIDE website. Second, a summary report of all RI charter schools will be compiled annual for a performance report to the Council on Elementary and Secondary Education. Following the Council meeting in which it is shared, the summary report will also be available on RIDE's website.

DATA SOURCES FOR CHARTER SCHOOL ANNUAL PERFORMANCE REPORTS IN A SCHOOL'S TERM

	Charter School Annual Performance Report of Year 1	**Charter School Annual Performance Report of Year 2**	**Charter School Annual Performance Report of Year 3**	**Charter School Annual Performance Report of Year 4**	**Charter School Annual Performance Report of Year 5**
Primary Indicator					
Academic Performance Indicator	Year 1 State Accountability System + Year 1 School-Prepared Annual Report	Year 2 State Accountability System + Year 2 School-Prepared Annual Report	Year 3 State Accountability System + Year 3 School-Prepared Annual Report	Year 4 State Accountability System + Year 4 School-Prepared Annual Report + Site Visit	Year 5 State Accountability System + Year 5 School-Prepared Annual Report
Sustainability Indicators					
Financial Performance Indicator	Final year of previous charter term Financial Audit + Annual Report or NONE	Year 1 Financial Audit + Year 1 School-Prepared Annual Report	Year 2 Financial Audit + Year 2 School-Prepared Annual Report	Year 3 Financial Audit + Year 3 School-Prepared Annual Report	Year 4 Financial Audit + Year 4 School-Prepared Annual Report
Organizational Performance Indicator	Year 1 School-Prepared Annual Report + Year 1 Lottery Data	Year 2 School-Prepared Annual Report + Year 2 Lottery Data	Year 3 School-Prepared Annual Report + Year 3 Lottery Data	Site Visit + Year 4 School-Prepared Annual Report + Year 4 Lottery Data	Year 5 School-Prepared Annual Report + Year 5 Lottery Data
Compliance Performance Indicator	Year 1 School-Prepared Annual Report + RIDE program-specific office reports	Year 2 School-Prepared Annual Report + RIDE program-specific office reports	Year 3 School-Prepared Annual Report + RIDE program-specific office reports	Site Visit + Year 4 School-Prepared Annual Report + RIDE program-specific office reports	Year 5 School-Prepared Annual Report + RIDE program-specific office reports

SECTION 4: RENEWAL PROCESS

The renewal process has been designed to increase transparency of the progress of schools and charters against the established academic and organizational expectations. It is made up of a determination of a renewal tier based on the available Annual Performance Reports, a renewal application completed by the school and renewal site visit conducted by the RIDE Renewal Review team both of which correspond to the determined Renewal Tier, and a final Renewal Report and Recommendation that summarize the findings of all school and charter reports.

RENEWAL TIMELINE

Year Four

Time	Performance Review Activity	Responsible
Mid Fall	Release Charter School Performance Report for Year 3	RIDE
Mid Fall	Renewal Process identified for schools based on available Annual Charter School Performance Dashboards.	RIDE
Mid Fall	Schedule tier-specific site visit and release renewal application	RIDE
Spring	Complete Renewal Application, Provide required documents	Charter
Spring	Conduct School Site Visits	RIDE / Charter
Summer	Draft Renewal Report with Placeholder for Year 4 Data	RIDE
Summer	Charter reviews Draft Renewal Report for Factual Accuracy	Charter

Year Five

Time	Performance Review Activity	Responsible
Mid Fall	Finalize Renewal Report with Year 4 data	RIDE
Late Fall	Charter Submits Response to Report	Charter
Winter	Present Recommendation to Council	RIDE / Council
Winter	Council Vote on Renewal Decision	Council

RENEWAL TIERS

In the fall of the Charter's penultimate year, each school in the charter will be organized into a tier based on the school's performance over the term of its charter with particular focus on the two most recent years of available information. These tiers will inform the renewal application and renewal site visit experiences by each charter during the renewal process. RIDE will consider each school authorized by a charter individually to assign a tier. If two years of data are not available, then a school will not be assigned a tier (noted as "No Tier) and will follow the In-Depth renewal process. In the final year of the charter, the renewal tier will be updated based the Annual Charter Performance report from the penultimate year. It is this final renewal tier, in addition to the renewal site

visit, renewal application and school response to the renewal recommendation report, that will help to inform the renewal recommendation.

The table below summarizes the performance needed to be in certain tiers. A school must fulfill the requirements outlined in the rubric below for both Academic and Sustainability Indicators to be placed into a certain Tier.

	Renewal Tiers	**Tier 1 Exceeds Expectations**	**Tier 2 Meets Expectations**	**Tier 3 Approaches Expectations**	**Tier 4 Does Not Meet Expectations**
Performance Indicators	**Academic: School Performance**	• At least "Meets" or "Exceeds" in all years of available data; and, • "Exceeds" in at least one of the two most recent years available of data.	• At least "Meets" or "Exceeds" in both of the two most recent years of available data.	• At least "Approaches" in the two most recent years of available* ** must meet School Comparison ratings detailed below*	• **At least "Does Not Meet" in the two most recent years of available*** **Or School is not meeting School Comparison ratings in Tier 3*
	Academic: School Comparison* **Comparison calculation are made when schools do not earn a "Meets" or "Exceeds" Annual Rating for the Academic School Performance Indicator.*	-	-	If School Performance is rated "Approaches," in the two most recent years of available data, School Comparison must: • "Meets" in the most recent year; or, • "Approaches" in the most recent year and "Meets" in the prior year.	-
	Sustainability* **(Finance, Organizational, and Compliance)**	· "Meets" or "Exceeds" in 100% of annual ratings from all years of available data.	· "Meets" or "Exceeds" in 100% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in at least 50% of annual ratings from the two most recent years of available data.	· "Meets" or "Exceeds" in less than 50% of annual ratings from the two most recent years of available data.

If two years of sufficient data are not available as determined by the RI Department of Education, then a school will not be assigned a tier (noted as "No Tier).

RENEWAL APPLICATION

The Renewal Application is a formal request from the school to be considered for a renewed charter and will inform the renewal site visit. The form calls out specific information about the school(s), charter holders and intentions for a new charter term. The Renewal Application used is adapted from the National Association of Charter School Authorizers.

DOCUMENT SUBMISSION

As outlined in Section 2 of this handbook, the performance indicators are made up of several criteria and varying sources of evidence are required to make a determination of performance. Each charter will be asked to provide relevant documentation prior to the site visit in order to corroborate the information in the Renewal Application and prepare for the site visit. Data sources and examples of evidence are noted for each Criterion but do not necessarily represent an exhaustive list. A school may provide additional documentation that aligns the criteria. As this process is implemented, document submission will be more streamlined either as part of the Renewal Application or School-Prepared Annual Report.

DIFFERENTIATED RENEWAL SITE VISIT

Charter school visits will be differentiated based on a school's performance standing. For example, RIDE will conduct an abbreviated site visit for charter schools that are determined to be in Tier 1 status while Charter schools that are in Tier 2, 3 or 4 or No Tier will receive a more comprehensive Renewal Site Visit. The table below provides general guidelines for a Renewal Site Visit based on a school's academic standing.

The Renewal Site Visit allows time for the RIDE team to see the school's work in action. The length of the site visit and the content discussed differs by the tier the school is determined to be in during its penultimate year.

RIDE will consider each school authorized by the charter individually to assign a tier. This may mean that the Charter Renewal Review Team spends more time at one school under the charter's management to conduct a more in depth review.

Performance Tier	Length of Visit	Renewal Site Visit Components
Tier 1	Half Day Visit	• 2-3 Reviewers • Interviews with board president and school leader(s) • Classroom walk-throughs • End of Day Debrief
Tier 2	Full Day Visit	• 3-5 Reviewers • Interviews with board of trustees and school leader(s) • Interviews with any of the following as determined based on standards receiving "approaches" or "does not meet" ratings on annual reports from the charter term: teachers, student support staff, data administrator, finance director, parents and students

		• Classroom walk-throughs • End of Day Debrief
Tier 3, 4 and No Tier	Two to Three Day Visit	• 3-5 Reviewers • Interviews with board of trustees, school leader, teachers, data administrator, student support staff, finance and operations directors, parents and students • Classroom observations as needed • End of Day Debrief

RENEWAL REPORT AND RECOMMENDATION

A renewal report will be drafted following the renewal site visit that summarizes the charter's performance comprised of a summary of all available Annual Ratings, information from the site visit, and the School's Annual Reports.

Based on the final tier, final renewal report and school response and the renewal application, the Commissioner will develop a recommendation regarding the renewal of the charter authorization to be shared with the Council on Elementary and Secondary Education.

RENEWAL RECOMMENDATIONS

The final renewal tier will indicate the likely length of renewal. The table bellows shares the tier, process and likely renewal recommendation for each tier. In the case of a school with "no tier" the renewal length and addition of sustainability conditions may vary based on the circumstances of that school.

Renewal Tier	1	2	3	4
Overall Performance	Exceeds Expectations	Meets Expectations	Approaches Expectations	Does Not Meet Expectations
Renewal Process	Expedited	Standard	In-Depth	In-Depth
Likely Renewal Recommendation	5 years	5 years	5 years, with sustainability conditions	Non-renewal, or 3-year renewal if in commissioner's judgement, non-renewal would be detrimental to student outcomes

RHODE ISLAND CHARTER FORM

All RI charter schools have at one time submitted a proposed charter to RIDE prior to being approved. This preliminary document discussed plans for school operations and design. However, the RI charter school regulations refer to a second document – a "final Charter" – to be issued by the Board (now Council) once final approval is granted to operate.

Creation and Implementation of Final Charters
A charter, to use Merriam- Webster's definition, is "a written instrument that creates and defines the franchises of a city, educational institution, or corporation." Similarly, these final Charters will define the roles and responsibilities of each charter school, and the roles and responsibilities of the Board of Education relative to RI charter schools.

RIDE and each charter school will coordinate to draft a customized final Charter. Some areas of the final Charter are common across all charter schools; other areas will be highly customized according to the mission and design of the charter school, and include essential details from the original proposed charter. The contents of the final Charter are based on the statutory obligations of charter schools. Overall, the final Charter does not substantially increase, reduce, or change the regulatory responsibilities of charter schools; rather, it seeks to: 1) reaffirm requirements in existing statute and regulation; 2) clarify which elements of the original proposed charter remain obligatory during the course of the charter term, and 3) describe how to implement certain requirements.

Once drafted and complete, the Commissioner will bring each final Charter to the Council on Elementary and Secondary Education for approval.

Components of Final Charters
Components of the final Charter are as follows:

Introduction: A series of "whereas" statements that provide a historical foundation for the charter and declare the Board as eligible to receive a charter.

Section 1: Obligations of Directors. This section defines the responsibilities of the charter school board, including compliance with public meetings. The Charter also requires that the Commissioner be notified of board composition changes.

Section 2: Term and Renewal. This section describes the length of the charter term, describes the process for evaluating performance of the charter school (namely, by using the expectations set forth in the Performance Framework, including standardized as well as school-developed goals). It also defines the role of the Council, and rights of the school, in cases of charter renewal, revocation, or expiration.

Section 3. Scope of Program and Enrollment. This section defines the annual enrollment expectations, the authorized enrolling communities; and the hours of instruction the school will provide in each year of its term (including any extended day/year proposed by the school's founders).

Section 4: Mission and Program Requirements. This section defines the charter school as a public school and applicable laws. It also includes the mission statement of the school, and the essential educational program elements that the school will implement over the course of the term. The educational program components included in the final Charter will include essential design elements of each charter school, while omitting program design elements that may have been described in the original proposed charter but may change over time. Educational program elements will be included in consultation with, and with recommendations from, each charter school.

Section 5: Third-Party Management Providers (if applicable). In cases where charter schools are managed by external nonprofit management organizations, or where partner organizations are foundational to the school's operations, its contract or management agreement governing the partnership will be attached to the final Charter.

Section 6: Enrollment and Outreach. This section defines the responsibilities of charter schools to enroll students using a fair, open and nonselective process. Each school's enrollment procedures will be attached to its Final Charter.

Section 7: Personnel. This section describes responsibilities of the school to produce and abide by certain personnel policies, provide certain organizational documentation to be attached to the final Charter, and notify the Commissioner of changes in head administrators.

Section 8: Student Discipline and Parent Concerns. This section describes responsibilities of the school to produce and abide by certain student and parent policies.

Section 9: Facilities. This section refers to a document titled Facilities Requirements and Assurances which must be signed and attached to all final Charters. It also describes how the school should notify the Commissioner of any facility moves or changes.

Section 10: Financial Plan. This section describes certain required financial reports and documents that must be attached to the final Charter.

Section 11: Variances and Waivers (if applicable). If charter schools have been granted waivers or variances from statute or regulation, those waivers/ variances, these will be articulated in this section.

Section 12: Amendments. This section restates from the regulations the Board and Commissioner roles in approving or denying amendments to the Final Charter. Schools desiring to operate differently or under different conditions than described in the final Charter will require either a major or minor amendment. However, if schools wish to make organizational or operational adjustments to items not defined or attached to the final Charter, amendments shall not be required. In this way, the final Charter can clarify whether charter amendments are required.

Section 13: General Provisions. This section describes the general legal provisions of the final Charter, including an indemnification and insurance requirement.

Section 14: Appendices. There are ten (10) required attachments to the Final Charter. These attached materials are intended to be binding on charter schools during the charter term unless amended. If schools wish to amend the school-developed documents attached the final Charter, schools should request an amendment in writing to RIDE. RI regulations will govern whether the amendment sought is major or minor, and in turn, whether the request requires approval from the Council on Elementary and Secondary Education or may be made administratively.

- A: Board Bylaws
- B: Management Contract of Memorandum
- C: Student Enrollment Procedures
- D: Organizational Structure
- E: Staffing Plan
- F: Facilities Requirements and Assurances
- G: Five-year Budget Outlook
- H: Financial Management Policies
- I: Insurance Policy Declaration Pages
- J: School-Specific Goals

Issuing the Charter Form

RIDE has already begun implementing charter forms for charters that have been authorized or renewed since 2015. RIDE will continue to issue Charter forms to schools as they are authorized or renewed.

< End of Charter Performance Review System Handbook >

Appendix F 3:

Excerpts from RI Charter Statute

Appendix F3 Relevant Excerpts from RI Charter Statute

§ 16-77-3.1 Legislative purpose.

(a) The purpose of this chapter is to provide an alternative within the public education system by offering opportunities for entities identified in § 16-77-2.1 to establish and maintain a high performing public school program according to the terms of a charter. The key appeal of the charter school concept is its promise of increased accountability for student achievement in exchange for increased school autonomy.

(b) Charter public schools are intended to be vanguards, laboratories, and an expression of the on-going and vital state interest in the improvement of education. Notwithstanding the provisions of this section or any law to the contrary, a charter school shall be deemed to be a public school acting under state law and subject to the Age Discrimination Act of 1975, 42 U.S.C. § 6101, et seq., title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, et seq., title IX of the educational amendments of 1972, 20 U.S.C. § 1681, et seq, § 794 of title 29, and part B of the Individuals With Disabilities Education Act, 20 U.S.C. § 1411, et seq. All students and prospective students of a charter school shall be deemed to be public school students, having all the same rights under federal and Rhode Island law as students and prospective students at a non-chartered public school. These charter public schools shall be vehicles for research and development in areas such as curriculum, pedagogy, administration, materials, facilities, governance, parent relations and involvement, social development, instructor's and administrator's responsibilities, working conditions, student performance and fiscal accountability. It is the intent of the general assembly to create within the public school system vehicles for innovative learning opportunities to be utilized and evaluated in pilot projects. The provisions of this chapter are to be interpreted liberally to support the purposes set forth in this chapter and to advance a renewed commitment by the state to the mission, goals, and diversity of public education.

(c) It is the intent of the general assembly to provide opportunities for teachers, parents, pupils, and community members to establish and maintain public schools that operate independently as a method to accomplish all of the following:

(1) Improve pupil learning by creating schools with rigorous academic standards in all basic areas of instruction for high pupil performance;

(2) Increase learning opportunities for all pupils, with special emphasis on expanded learning experiences for pupils who are identified as educationally disadvantaged and at-risk;

(3) Encourage the use of innovative teaching methods;

(4) Create opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;

(5) Provide parents and pupils with expanded choices in the types of educational opportunities that are available within the public school system;

(6) Hold the schools established under this chapter accountable for meeting publicly promulgated, measurable, state and charter-based pupil academic results, and provide the schools with a method to implement performance-based and/or other student-based accountability systems, while providing a means to restrict the expansion of ineffective charter public schools; and

(7) Encourage parental and community involvement with public schools.

(d) No private or parochial schools shall be eligible for charter public school status, nor shall a charter public school be affiliated in any way with a sectarian school or religious institution. Any charter public school authorized by this chapter shall be nonsectarian and nonreligious in its programs, admissions policies, employment practices, and all other operations. The board of regents shall not approve a charter to a school whose overall operation or education program is managed by a for profit entity.

(e) The commissioner is empowered to promulgate rules and regulations consistent with this chapter, in conformance with chapter 35 of title 42, for the creation and operation of charter public schools. These rules and regulations shall set forth the process for rescission of state approval of a charter public school, including appropriate protections to ensure the continued provision of education services to the students of the charter public school whose charter is rescinded.

(f) All charter public schools shall adhere to financial record keeping, reporting, auditing requirements, and procedures as required by the Rhode Island department of education and in accordance with federal and state laws and regulations.

(g) No more than thirty-five (35) charters shall be granted. At least one-half (1/2) of the total number of charter public schools in the state shall be reserved for charter school applications which are designed to increase the educational opportunities for at-risk pupils.

§ 16-77-5.1 Oversight by commissioner.

(a) Individuals or groups may complain to a charter public school's governing body concerning any claimed violation of the provisions of this chapter by the school. If, after presenting their complaint to the governing body, the individuals or groups believe their complaint has not been adequately addressed, they may submit their complaint to the commissioner who shall hear and decide the issue pursuant to §§ 16-39-1 and 16-39-2.

(b) Charter public school approval for establishment or continuation shall be for up to a five-year (5) period. In either case, council on elementary and secondary education approval is required.

(c) Local, written support shall be required for a proposed charter that is a network charter school as defined herein. "Written support" means a resolution or ordinance granted by the town or city council for each proposed sending district where the council considers the fiscal and educational welfare of the municipality and students after at least one public hearing.

(d) A charter public school, as defined in § 16-77-2.1, shall be considered a network charter school if the charter public school encompasses, or will encompass, elementary and secondary schools or multiple elementary or multiple secondary schools.

(e) Charter public schools, as defined in § 16-77-2.1(4) and authorized as of the effective date of this act [July 13, 2016], shall be exempt from subsection (c) of this section and shall not require local, written support under subsection (c) for any proposed expansion or charter renewal.

(f) A proposed charter, or amendment to a charter for expansion, may proceed through the approval process by removing districts that have not provided written support, in accordance with this section, from the catchment area and may be approved with the remaining districts in the catchment area, provided that the application satisfies the requirements of regulations and law.

However, the charter may be revoked at any time if the school:

(1) Materially violates provisions contained in the charter;

(2) Fails to meet or pursue the educational objectives contained in the charter;

(3) Fails to comply with fiscal accountability procedures as specified in the charter;

(4) Violates provisions of law that have not been granted variance by the council on elementary and secondary education; or

(5) After three (3) consecutive years of operation, is not a "high-performing charter school", defined as a charter public school that has demonstrated overall success, including: (i) Substantial progress in improving student achievement; and (ii) The management and leadership necessary to establish a thriving, financially viable charter public school.

(g) After denying, or prior to non-renewing or revoking a charter, the department of elementary and secondary education will hold a hearing on the issues in controversy under § 16-39-1.

(h) The establishment of new charter public schools shall be contingent upon state approval and appropriation.

§ 16-77-6.1 Additional standards.

(a) No student tuition or mandatory fees may be charged by any charter public school.

(b) A charter public school may include any grade up to grade twelve (12) or any configuration of those grades, including kindergarten and prekindergarten. If specified in its charter, a charter public school may also operate an adult education program, adult high school completion program, or general education development testing preparation program.

(c) It is the intent of the general assembly that priority of consideration be given to charter public school applications designed to increase the educational opportunities of educationally disadvantaged and at-risk pupils.

(d) A student who is not under suspension or expulsion for discipline reasons may withdraw from a charter public school at any time and enroll in another public school in the district where the student resides as determined by the school committee of the district. A student may be suspended or expelled from a charter public school in accordance with the board of regents regulations for suspensions and/or expulsions, and other public schools may give full faith and credit to that suspension or expulsion.

(e) The governing body of a charter public school shall be subject to the Open Meetings Law, chapter 46 of title 42.

§ 16-77.1-5 Facilities support for charter public schools.

A public school district or districts may access state aid for reimbursement of school housing costs for district sponsored charter public schools pursuant to §§ 16-7-35 through 16-7-47. Public charter schools not sponsored by a public school district or districts may apply for thirty percent (30%) reimbursement of school housing cost on the basis of demonstrated need. The Rhode Island department of elementary and secondary education shall promulgate regulations to implement this section consistent with the purposes and procedures of the existing school housing aid program pursuant to §§ 16-7-35 through 16-7-47. For purposes of this section only, "facilities support, the urban collaborative accelerated program" will be defined as a charter school.

§ 16-77.2-2 Procedure for creation of district charter schools.

(a) Any persons or entities eligible to establish a district charter school may submit a proposed charter to the commissioner and the school committee of the district where the district charter school is to be located. The proposed charter shall:

(1) Be submitted to the commissioner and to the school committee of the district where the district charter school is to be located no later than December 1st of the school year before the school year in which the district charter school is to be established;

(2) Describe a plan for education, including the mission, objective, method of providing a basic education, measurable student academic goals that the district charter school will meet, and process for improving student learning and fulfilling the charter and fulfilling state and national educational goals and standards;

(3) Provide a minimum of one hundred eighty (180) days of instruction to students per year;

(4) Indicate performance criteria that will be used to measure student learning and to comply with the charter, state, and national educational goals and standards;

(5) Include an agreement to provide a yearly report to parents, the community, the school committee of the district where the district charter school is to be located, and the commissioner, which indicates the progress made by the district charter school during the previous year in meeting the charter objectives;

(6) Present a plan for the governance, administration, and operation of the district charter school, including the manner in which the governing board of the school will be chosen, the nature and extent of parental, professional educator, and community involvement in the governance and operation of the district charter school, and the means of ensuring accountability to the commissioner, the school district of the district where the district charter school is to be located, and the board of regents;

(7) Identify the building that will house the district charter school and from whom and under what terms and conditions it is to be provided;

(8) Describe what support services will be provided by the school district and under what terms and conditions those services are to be provided, and describe what support services the district charter school will obtain directly from third-parties and, to the extent known, under what terms and conditions those services are to be provided;

(9) Explain the procedures that will be followed to ensure the health and safety of pupils and staff;

(10) Describe enrollment procedures including the permissible criteria for admission in accordance with applicable state and federal law, along with a policy or policies that outline outreach and recruitment programs to encourage the enrollment of a diverse student population;

(11) Explain the student discipline procedures;

(12) Explain the relationship that will exist between the proposed district charter school and its employees, including the terms and conditions of employment and the qualifications that the employees must meet. Teachers and administrators in district charter schools must be certified pursuant to state law and regulation. Teachers and administrators in district charter schools shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators within the school district where the district charter school is to be located and to the state teachers' retirement system under chapter 8 of title 36. Employment in a district charter school shall be considered "service" as that term is defined in chapter 16 of this title. All employees and prospective employees of a district charter school shall be deemed to be public school employees, having the same rights, including retirement, under Rhode Island and federal law as employees and prospective employees at a non-chartered public school.

(13) Identify with particularity the state statutes, state regulations, and school district rules from which variances are sought in order to facilitate operation of the district

charter school. Explain the reasons for each variance and the alternative method by which the concern that gave rise to the regulation or provision will be addressed;

(14) The proposed charter shall set forth those provisions of the collective bargaining agreement which will not be applicable to that district charter school subject to agreement by the parties to the collectively bargaining agreement;

(15) Provide a financial plan including a proposed budget for the term of the charter, and an annual audit of the financial and administrative operations of the district charter school, and the manner in which the funds allocated to the district charter school will be managed and disbursed;

(16) Provide procedures by which teaching personnel and parents can legally challenge decisions of the governing board of the school which do not conform to the school's charter; and

(17) Provide a copy of the proposed bylaws of the district charter school.

(b) In those instances where a charter is being sought for an existing public school, the proposed charter must receive the affirmative votes of two-thirds (2/3) of the teachers assigned to the school prior to implementation. If approved by the faculty, the proposed charter shall be voted on by the parents or legal guardians of each student assigned to the school, with one vote being cast for each student. To be adopted by the parents, the proposed charter must receive the affirmative votes of parents or legal guardians representing a majority of all the students assigned to the school.

(c) In those instances where a charter is being sought for a newly created district charter school, the proposed charter must receive the affirmative support of a number of certified teachers employed within the school district where the district charter school is to be located at least equal to two-thirds (2/3) of the number of teachers that will be required to staff the proposed district charter school. The teachers who affirmatively support the proposed charter must state their desire to transfer to the district charter school, once established, and to teach under the terms of the charter. To demonstrate parental support within the school district, the charter must receive the affirmative support of parents or legal guardians representing a number of students currently enrolled in the school district equal to at least one-half (1/2) of the number of students who would be needed to attend the proposed district charter school. The parents or guardians must state their desire to have their children transfer to the district charter school, once established, and to be educated under the terms of the charter. The charter may then be presented by the commissioner to the board of regents for its approval. The charter shall set forth those provisions of state statute,

regulation, and school district rules which will not be applicable to that district charter school

(d) By approval of the charter upon the recommendation of the commissioner, the board of regents will be deemed to have authorized all necessary variances from law and regulation enumerated in the charter. Should the need for relief from the operation of additional provisions of law and/or contract become apparent subsequent to implementation of the charter, a variance may be obtained by an affirmative vote of two-thirds (2/3) of the teachers then assigned to the school, agreement by all parties to the collective bargaining agreement and by an affirmative vote of the board of regents upon a recommendation of the commissioner.

§ 16-77.2-5 Budgets and funding.

(a) It is the intent of the general assembly that funding pursuant to this chapter shall be neither a financial incentive nor a financial disincentive to the establishment of a district charter school. Funding for each district charter school shall consist of state revenue and municipal or district revenue in the same proportions that funding is provided for other schools within the sending school district(s).

(b) Funding additional to that authorized from the sending school district(s) may be allocated to the district charter school from the sending school district(s) to the extent that the combined percentage of students eligible for free or reduced-cost lunch, students with limited English proficiency, and students requiring special education exceed the combined percentage of those students in the sending school district(s) as a whole. The commissioner shall promulgate rules and regulations consistent with this section regarding the allocation of funds from sending school districts to district charter schools.

(c) All services, centrally or otherwise provided by the school district in which the district charter school is located, that the district charter school decides to utilize including, but not limited to, transportation, food services, custodial services, maintenance, curriculum, media services, libraries, nursing, and warehousing, shall be subject to negotiation between a district charter school and the school district in which the district charter school is located and paid for out of the revenues of the district charter school. Disputes with regard to cost of services requested from the school district in which the district charter school is located will be adjudicated by the commissioner.

(d) A district charter school shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in the charter public school, if the school qualifies for the aid, as though it were a school district.

(e) A district charter school may negotiate and contract directly with third parties for the purchase of books, instructional materials, and any other goods and services that are not being provided by the sending school district(s) pursuant to the charter.

§ 16-77.3-1 Entities eligible to apply to become independent charter schools.

(a) Persons or entities eligible to submit an application to establish an independent charter school shall be limited to:

(1) Rhode Island nonprofit organizations provided that these nonprofit organizations shall have existed for at least two (2) years and must exist for a substantial reason other than to operate a school; or

(2) Colleges or universities within the State of Rhode Island.

(b) No child shall be required to attend an independent charter school nor shall any teacher be required to teach in an independent charter school. The sending school district shall make accommodations for those students who wish to participate to transfer into an independent charter school as space permits. If the total number of students who are eligible to attend and apply to an independent charter school is greater than the number of spaces available, the independent charter school shall conduct a lottery to determine which students shall be admitted.

§ 16-77.3-2 Procedure for creation and expansion of independent charter schools.

(a) Any persons or entities eligible to establish an independent charter public school may submit a proposed charter, or an amendment to a charter for an expansion, to the commissioner. For purposes of this chapter, "expansion" shall be an increase in total enrollment; an increase in the grade levels previously authorized in the charter, or the addition of a school district to the catchment area. The proposed charter shall:

(1) Be submitted to the commissioner no later than December 1st of the school year before the school year in which the independent charter school is to be established;

(2) Describe a plan for education, including the mission, objective, method of providing a basic education, measurable student academic goals that the independent charter school will meet, and process for improving student learning and fulfilling the charter and fulfilling state and national educational goals and standards;

(3) Provide a minimum of one hundred eighty (180) days of instruction to students per year;

(4) Indicate performance criteria that will be used to measure student learning and to comply with the charter, state, and national educational goals and standards;

(5) Include an agreement to provide a yearly report to parents, the community, the sending school districts, and the commissioner, that indicates the progress made by the independent charter school during the previous year in meeting the charter objectives;

(6) Present a plan for the governance, administration, and operation of the independent charter school, including the manner in which the governing board of the school will be chosen, the nature and extent of parental, professional educator, and community involvement in the governance and operation of the independent charter school, and the means of ensuring accountability to the commissioner, the sending school districts, and the council on elementary and secondary education;

(7) Identify the building that will house the independent charter school and from whom, and under what terms and conditions, it is to be provided;

(8) Describe what support services will be provided by the sending school district(s), and under what terms and conditions those services are to be provided, and describe what support services the independent charter school will obtain directly from third parties and, to the extent known, under what terms and conditions those services are to be provided;

(9) Explain the procedures that will be followed to ensure the health and safety of pupils and staff;

(10) Describe enrollment procedures, including the permissible criteria for admission in accordance with applicable state and federal law, along with a policy, or policies, that outline outreach and recruitment programs to encourage the enrollment of a diverse student population;

(11) Explain the student discipline procedures;

(12) Explain the relationship that will exist between the proposed independent charter school and its employees, including the terms and conditions of employment and the qualifications that the employees must meet. Teachers and administrators in independent charter schools must be certified pursuant to state law and regulation. Teachers and administrators in independent charter schools shall be entitled to prevailing wages and benefits as enjoyed by other Rhode Island public school teachers and administrators. Employment in an independent charter school shall be considered "service" as that term is defined in chapter 16 of this title for purposes of determining the appropriate step on a salary schedule for certified personnel. Employment in an independent charter school can be considered "service" as that term is defined in chapter 16 of this title for determining status in the teachers' retirement system. All employees, and prospective employees of an independent charter school shall be deemed to be public school employees, having the same rights under Rhode Island and federal law as employees, and prospective employees at a non-chartered public school;

(13) Identify, with particularity, the state statutes, state regulations, and sending school district(s) rules from which variances are sought in order to facilitate operation of the independent charter school. Explain the reasons for each variance and the alternative method by which the concern that gave rise to the regulation or provision will be addressed;

(14) Provide a financial plan, including a proposed budget for the term of the charter, and an annual audit of the financial and administrative operations of the independent charter school, and the manner in which the funds allocated to the independent charter school will be managed and disbursed;

(15) Provide procedures by which teaching personnel and parents can legally challenge decisions of the governing board of the school that do not conform to the school's charter;

(16) Provide a copy of the proposed bylaws of the independent charter school; and

(17) Provide written support from town or city council(s) in the proposed catchment area if required pursuant to § 16-77-5.1.

(b) Any nonprofit organization that seeks to establish an independent charter school must submit its financial records and financial plan for operating the school to the auditor general, who shall review the records, the financial plan, and the financial integrity of the organization. At the time of submission of a proposed charter, the

financial records and financial recordkeeping system of the nonprofit organization and the proposed financial plan for the independent charter school shall be reviewed by the auditor general and the auditor general shall, while the proposed charter is being considered for preliminary approval by the council on elementary and secondary education, provide an initial determination to the council on elementary and secondary education, the commissioner, and the speaker of the house of representatives and the president of the senate indicating that the auditor general is satisfied that the nonprofit organization is financially responsible. Final approval for operation of the independent charter school shall not be granted by the council on elementary and secondary education until the auditor general has approved the financial plan and financial-record keeping system and is satisfied that the nonprofit organization is financially responsible. The auditor general shall notify the council on elementary and secondary education, the commissioner, the president of the senate, and the speaker of the house of representatives of the findings. During the year immediately preceding the September in which the independent charter school is to begin operation, the charter applicant shall make any additional submissions to the auditor general prescribed by the auditor general in the initial determination. Additional submissions during the year prior to the September in which the independent charter school is to begin operation shall include, but not be limited to evidence submitted to the auditor general, not later than June 1st prior to the opening of the independent charter school, of the existence of an agreement, option for lease or purchase, lease agreement, or purchase agreement, contingent upon general assembly funding, for a facility in which the independent charter school will operate in its first year of operation. The auditor general shall have the authority to review independent charter schools affiliated with nonprofit organizations on an annual basis or require the school to have an annual, certified audit in accordance with the same federal and state standards that are applicable to local public school districts. If, as a result of any annual audit, the auditor general believes there are financial irregularities, the auditor general shall withdraw the original approval and the council on elementary and secondary education shall withdraw its approval for the independent charter school to continue operation.

§ 16-77.3-3 Process for consideration of proposed charter or expansion.

(a) If the commissioner finds the proposed charter to be incomplete, further information may be requested and required. The commissioner shall develop regulations for amending an approved charter, consistent with the provisions of this chapter and § 16-77-5.1.

(b) After having received a satisfactory, proposed charter or expansion, the commissioner will provide for a public-comment period of not less than sixty (60)

days, during which he or she will hold at least two (2) public hearings on the proposed charter. These hearings will be held in the district where the proposed independent charter school is to be located. Any person may file with the commissioner comments, recommendations, and/or objections relevant to the granting of a charter.

(c) The commissioner will decide on whether or not to recommend the granting of the charter or expansion to the council on elementary and secondary education within ninety (90) days after the conclusion of the public-comment period.

(d) If the commissioner recommends the granting of the proposed charter or amendment for expansion, the matter shall be referred to the council on elementary and secondary education for a decision on whether to grant a revocable charter or expansion. The council on elementary and secondary education may grant a charter for a period of up to five (5) years. The decision of the council on elementary and secondary education, complete with reasons and conditions, shall be made available to the public and to the applicant. Charter public school approval for establishment or continuation shall be for up to a five-year (5) period. At the conclusion of each five-year (5) period, the council on elementary and secondary education may conduct a subsequent review of the independent charter school's charter. If the council on elementary and secondary education does not conduct such a review, the charter shall renew for another five-year (5) period. The commissioner, with approval of the council on elementary and secondary education, shall promulgate rules and regulations for these five-year (5) reviews.

(e) In considering a proposed charter, or an amendment to a charter for expansion, the council on elementary and secondary education shall consider all relevant information, including, but not limited to, the requirements of regulations and law.

(f) In considering a proposed charter, or an amendment to a charter for expansion, the council on elementary and secondary education shall place substantial weight on the fiscal impact on the city or town; programmatic impact on the sending school district; and the educational impact on the students in the district to ensure that the proposal is economically prudent for the city or town and academically prudent for the proposed sending school district and for all students in the sending district.

(g) The commissioner, with the approval of the council on elementary and secondary education, may grant a variance to any provision of title 16, other than those enumerated in § 16-77.3-7, and to any department of education regulation and to any school district regulation that does not affect the health and safety or civil rights of pupils in independent charter schools.

(h) All proposed charters shall be matters of public record and will be provided to members of the public upon request.

§ 16-77.3-5 Budgets and funding.

(a) It is the intent of the general assembly that funding pursuant to this chapter shall be neither a financial incentive nor a financial disincentive to the establishment of an independent charter school. Funding for each independent charter school shall consist of state revenue and municipal or district revenue in the same proportions that funding is provided for other schools within the sending school district(s).

(b) Funding additional to that authorized from the sending school district(s) by subsection (b) may be allocated to the independent charter school from the sending school district(s) to the extent that the combined percentage of students eligible for free or reduced-cost lunch, students with limited English proficiency, and students requiring special education exceed the combined percentage of those students in the sending school district(s) as a whole. The commissioner shall promulgate rules and regulations consistent with this section regarding the allocation of funds from sending school districts to independent charter schools.

(c) An independent charter school shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in the independent charter school, if the school qualifies for the aid, as though it were a school district.

(d) An independent charter school may negotiate and contract directly with third parties for the purchase of books, instructional materials, and any other goods and services that are not being provided by the sending school district(s) pursuant to the charter.

§ 16-77.4-1 Entities eligible to apply to become, or for the expansion of, a mayoral academy.

(a) A "mayoral academy" means a charter school created by a mayor of any city or town within the State of Rhode Island, acting by, or through, a nonprofit organization established for said purpose (regardless of the time said nonprofit organization is in existence), that enrolls students from more than one city or town, including both urban and non-urban communities, and that offers an equal number of enrollments to students on a lottery basis; provided, further, that such mayoral academies shall have a board of trustees or directors that is comprised of representatives from each included city or town and is chaired by a mayor of an included city or town. The mayor from

each city or town, or in the absence of a mayor, the city or town council via a resolution or ordinance, shall approve the participation in the mayoral academy's catchment area for a proposed charter or an amendment to a charter for expansion. For purposes of this chapter, the term "mayor" shall include any elected town administrator.

(b) No child shall be required to attend a mayoral academy, nor shall any teacher be required to teach in a mayoral academy. The school committee of the district in which a mayoral academy is located shall make accommodations to facilitate the transfer of students who do not wish to participate in a mayoral academy into other public schools. It shall also make accommodations for those students who wish to transfer into the mayoral academy as space permits. If the total number of students who are eligible to attend and apply to a mayoral academy is greater than the number of spaces available, the mayoral academy shall conduct a lottery to determine which students shall be admitted.

§ 16-77.4-2 Procedure for creation and expansion of a mayoral academy.

(a) Any persons or entities eligible to establish a mayoral academy may submit a proposed charter, or an amendment to a charter for an expansion, to the commissioner. For purposes of this chapter, "expansion" shall be an increase in total enrollment; an increase in the grade levels previously authorized in the charter; or the addition of a school district to the catchment area. The proposed charter shall:

(1) Be submitted to the commissioner no later than December 1st of the school year before the school year in which the mayoral academy is to be established;

(2) Describe a plan for education, including the mission, objective, method of providing a basic education, measurable student academic goals that the mayoral academy will meet, and process for improving student learning and fulfilling the charter and fulfilling state and national educational goals and standards;

(3) Provide a minimum of one hundred eighty (180) days of instruction to students per year;

(4) Indicate performance criteria that will be used to measure student learning and to comply with the charter, state, and national educational goals and standards;

(5) Include an agreement to provide a yearly report to parents, the community, the school committee of the sending districts, and the commissioner, that indicates the progress made by the mayoral academy during the previous year in meeting the charter objectives;

(6) Present a plan for the governance, administration, and operation of the mayoral academy, including the manner in which the governing board of the school will be chosen, the nature and extent of parental, professional educator, and community involvement in the governance and operation of the mayoral academy, and the means of ensuring accountability to the commissioner, the sending school district(s), and the council on elementary and secondary education;

(7) Identify the building that will house the mayoral academy and from whom and under what terms and conditions it is to be provided;

(8) Describe what support services will be provided by the sending school district(s) and under what terms and conditions those services are to be provided, and describe what support services the mayoral academy will obtain directly from third parties and, to the extent known, under what terms and conditions those services are to be provided;

(9) Explain the procedures that will be followed to ensure the health and safety of pupils and staff;

(10) Describe enrollment procedures, including the permissible criteria for admission in accordance with applicable state and federal law, along with a policy, or policies, that outline outreach and recruitment programs to encourage the enrollment of a diverse student population;

(11) Explain the student discipline procedures;

(12) Explain the relationship that will exist between the proposed mayoral academy and its employees, including the terms and conditions of employment and the qualifications that the employees must meet. Teachers and administrators in mayoral academies must be certified pursuant to state law and regulation.

(13) Each mayoral academy established pursuant to this chapter may, by written notice to the commissioner of elementary and secondary education, elect to have this subsection apply (or not apply) to its teachers, administrators, and employees:

(i) Teachers and administrators in a mayoral academy shall be entitled to prevailing wages and benefits as enjoyed by other public school teachers and administrators;

(ii) Teachers and administrators in a mayoral academy shall be entitled to participate in the state teachers' retirement system under chapter 8 of title 36;

(iii) Employment in a mayoral academy shall be considered "service" as that term is defined in chapter 16 of this title.

(14) Identify, with particularity, the state laws, state regulations, and school district rules from which variances are sought in order to facilitate operation of the mayoral academy. Explain the reasons for each variance and the alternative method by which the concern that gave rise to the regulation or provision will be addressed;

(15) Provide a financial plan, including a proposed budget for the term of the charter, and an annual audit of the financial and administrative operations of the mayoral academy, and the manner in which the funds allocated to the mayoral academy will be managed and disbursed;

(16) Provide procedures by which teaching personnel and parents can legally challenge decisions of the governing board of the mayoral academy that do not conform to the mayoral academy's charter;

(17) Provide a copy of the proposed bylaws of the mayoral academy; and

(18) Provide written support from the town or city council(s) in the proposed catchment area if required pursuant to § 16-77-5.1.

§ 16-77.4-3 Process for consideration of proposed charter or expansion.

(a) If the commissioner finds the proposed charter to be incomplete, further information may be requested and required. The commissioner shall develop regulations for amending an approved charter, consistent with the provisions of this chapter and § 16-77-5.1.

(b) After having received a satisfactory proposed charter or expansion, the commissioner will provide for a public-comment period of not less than sixty (60) days, during which he or she will hold at least two (2) public hearings on the proposed charter. These hearings will be held in the district where the proposed mayoral academy is to be located. Any person may file with the committee and/or the commissioner comments, recommendations, and/or objections relevant to the granting of a charter.

(c) The commissioner will decide whether to recommend the granting of the charter or expansion to the council on elementary and secondary education within ninety (90) days after the conclusion of the public-comment period.

(d) If the commissioner recommends the granting of the proposed charter or expansion, the matter shall be referred to the council on elementary and secondary education for a decision on whether to grant a charter or expansion. The council on elementary and secondary education may grant a charter for a period of up to five (5) years. The decision of the council on elementary and secondary education, complete with reasons and conditions, shall be made available to the public and to the applicant. Charter public school approval for establishment or continuation shall be for up to a five-year (5) period. At the conclusion of each five-year (5) period, the council on elementary and secondary education may conduct a subsequent review of the mayoral academy's charter. If the council on elementary and secondary education does not conduct such a review, the charter shall renew for another five-year (5) period. The commissioner, with approval of the council on elementary and secondary education, shall promulgate rules and regulations for these five-year (5) reviews.

(e) In considering a proposed charter or an amendment to a charter for expansion, the council on elementary and secondary education shall consider all relevant information including, but not limited to, the requirements of regulations and law.

(f) In considering a proposed charter, or an amendment to a charter for expansion, the council on elementary and secondary education shall place substantial weight on the fiscal impact on the city or town, programmatic impact on the sending school district, and educational impact on the students in the district to ensure that the proposal is economically prudent for the city or town and academically prudent for the proposed sending school district and all of the students in the sending district.

(g) The commissioner, with the approval of the council on elementary and secondary education, may grant a variance to any provision of title 16, other than those enumerated in § 16-77.4-7, and to any department of education regulation and to any school district regulation that does not affect the health and safety or civil rights of pupils in a mayoral academy.

(h) All proposed charters shall be matters of public record and will be provided to members of the public upon request.

§ 16-77.4-5 Budgets and funding.

(a) It is the intent of the general assembly that funding pursuant to this chapter shall be neither a financial incentive nor a financial disincentive to the establishment of a

mayoral academy. Funding for each mayoral academy shall consist of state revenue and municipal or district revenue in the same proportions that funding is provided for other schools within the sending school district(s).

(b) Funding additional to that authorized from the sending school district(s) may be allocated to the mayoral academy from the sending school district(s) to the extent that the combined percentage of students eligible for free or reduced-cost lunch, students with limited English proficiency, and students requiring special education exceed the combined percentage of those students in the sending school district(s) as a whole. The commissioner shall promulgate rules and regulations consistent with this section regarding the allocation of funds from sending school districts to mayoral academies.

(c) A mayoral academy shall be eligible to receive other aids, grants, Medicaid revenue, and other revenue according to Rhode Island law, as though it were a school district. Federal aid received by the state shall be used to benefit students in a mayoral academy, if the school qualifies for the aid, as though it were a school district.

(d) A mayoral academy may negotiate and contract directly with third parties for the purchase of books, instructional materials, and any other goods and services that are not being provided by the sending school district(s) pursuant to the charter.

Appendix F 4:

Charter School Regulations

BOARD OF REGENTS' REGULATIONS GOVERNING RHODE ISLAND PUBLIC CHARTER SCHOOLS

Purpose: The purpose of these regulations is to provide uniform rules for the establishment, operation, and oversight of charter schools in Rhode Island so that these schools will provide high-performing educational opportunities to public school students and develop innovative educational practices that can be shared with other public schools.

Authority: These regulations are promulgated under the authority of R.I.G.L. 16-77-3.1 (e), 16-77.2-3 (a), 16-77.2-3 (f), 16-77.2-5 (c), 16-77.3-3 (a), 16-77.3-3 (d), 16-77.3-5 (c), 16-77.4-3 (a), 16-77.4-3 (d), and 16-77.4-5 (c).

Chapter

1) Establishment of Charter Schools
2) Charter Amendment Process
3) Ongoing Oversight
4) Charter Revocation & Expiration
5) Charter School Outreach and Enrollment
6) Charter School Staff
7) Charter School Contracts
8) Appeals
9) Variances and Waivers

CHAPTER I

ESTABLISHMENT OF CHARTER SCHOOLS

TOPIC

C-1-1. Charter Application Process.
C-1-2. Content of proposed charter
C-1-3. Review Process
C-1-4. Approval by the Board of Regents.

C-1-1. Charter Application Process. —Proposed charters shall be submitted to the Commissioner no later than December 1st of the school year before the school year in which the charter school is to be established. District Charter School applicants must also submit a copy of the proposed charter to the school committee of the district where the district charter school is to be established no later than December 1st of the school year before the school year in which the charter school is to be established.

C-1-2. Content of proposed charter. — In the case of a proposed District Charter School, the proposed Charter submitted to the Commissioner shall include all the material required by R.I.G.L. 16-77.2-2. In the case of a proposed Independent Charter School, the proposed Charter submitted to the Commissioner shall include all the material required by R.I.G.L.16-77.3-2. In the case of a proposed Mayoral Academy, the proposed Charter submitted to the Commissioner shall include all the material required by R.I.G.L. 16-77.4-2. (Emphasis added) All proposed charters shall also include:

(a) Evidence of need and community support for the proposed public charter school;

(b) The school's plans for identifying and successfully serving students with disabilities, students who are English language learners, students who are academically behind, and gifted students, including but not limited to compliance with applicable laws and regulations;

(c) A detailed school start-up plan, identifying tasks, timelines and responsible individuals; and

(d) Explanations of any partnerships or contractual relationships central to the school's operations or mission.

In the case of a proposed public charter school that intends to contract with an education service provider for substantial educational services, management services, or both types of services, the proposed charter shall also include:

(a) Evidence of the education service provider's success in serving student populations similar to the targeted population, including demonstrated academic achievement as well as successful management of non-academic school functions if applicable;

(b) A term sheet setting forth the proposed duration of the service contract; roles and responsibilities of the governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and timelines; compensation structure, including clear identification of all fees to be paid to the service provider; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract; and

(c) A description of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities.

C-1-3. Review Process. – In the case of a proposed District Charter School, the proposed Charter shall be considered through the process required by R.I.G.L. 16-77.2-3. In the case of a proposed Independent Charter School, the proposed Charter shall be considered through the process required by R.I.G.L. 16-77.3-3. In the case of a Mayoral Academy, the proposed charter shall be considered through the process required by R.I.G.L. 16-77.4-3. (Emphasis added) Throughout this process, the Commissioner may be assisted in his or her duties by review panels comprised of individuals appointed by the Commissioner. Members of these panels may review applications, but the reviewers' role shall be solely advisory. Throughout the review process, the Commissioner or the school committee of the district where a district charter school is to be located may, at any time, determine a proposed charter to have unsatisfactorily met guidelines and thus be unsuitable for further review. The rationale for this determination shall be submitted in writing to the applicant and made publicly available.

C-1-4. Approval by the Board of Regents. – After completion of all statutory and regulatory requirements, the Commissioner will submit the proposed Charter to the Board of Regents for consideration. The Commissioner may recommend the Board to grant or deny the Charter, or to remand the Charter for further consideration. The Board of Regents will, in accordance with its regulations, allow comment from interested parties on the approval of the Charter. Approved applicants shall be granted a preliminary Charter. Receipt of this preliminary Charter does not imply that the school is prepared to operate or that the Board of Regents will grant a final Charter to the applicant. Authorization to operate requires final approval by the Board of Regents based on the recommendation of the Commissioner. To obtain final approval, applicants shall satisfactorily complete the following tasks:

(a) The entity operating a charter school shall have articles of incorporation filed and approved by the Rhode Island Office of the Secretary of State.

(b) All applicants must have their project's business plan, financial management procedures, and other relevant financial information reviewed by the Rhode Island Office of the Auditor General.

(c) The school shall have an established governance structure (i.e. board of trustees, board of directors, etc.) to provide proper governance and oversight of school operations.

(d) The school must have in place a qualified chief administrator (i.e. Head of School, Executive Director, Chief Executive Officer) to oversee day-to-day operations.

(e) The school must have a staffing plan designed to put in place a faculty that clearly meets student need and is consistent with the school's program design.

(f) The school must present sufficient evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following school year.

(g) The school must have identified an appropriate building (permanent or temporary) for operating the school.

(h) The school must develop a final Charter. If the school is an independent or mayoral academy, this document shall confer the authority to operate as a local education agency. If the school is an in-district charter, this document shall confer the authority to operate as a public school. These documents shall include:

i. In the case of a proposed District Charter School, all material required by R.I.G.L. 16-77.2-2. In the case of a proposed Independent Charter School, all material required by R.I.G.L.16-77.3-2. In the case of a proposed Mayoral Academy, all material required by R.I.G.L. 16-77.4-2. (Emphasis added);

ii. an accountability plan, which shall include:

1. student academic performance goals developed by the Commissioner that together shall set valid, reliable, and rigorous minimum expectations for the quality of a Charter school's educational program;

2. student academic performance goals developed by the Charter school as necessary to measure the school's progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in accordance with C-1-4 (h) (1);

3. if the Charter school is a charter high school, then the school shall provide an academic performance goal that sets a rigorous,

minimum expectation for the post-secondary readiness of its students, provided that this goal is valid, reliable, rigorous, reproducible, and does not provide similar information as the goals developed in accordance with C-1-4 (h) (1);

4. organizational performance goals developed by the Commissioner that set reasonable, minimum expectations for charter schools' financial performance and sustainability, student and teacher attrition, and parent and student satisfaction; and

5. organizational performance goals developed by the Charter school as necessary to measure the school's progress in achieving its mission, provided that such goals are valid, reliable, rigorous, reproducible, and do not provide similar information as the goals developed in accordance with C-1-4 (h) (4);

iii. the Board of Regent's obligations to the school as its public chartering agency;

iv. an assurance that the school shall comply with all state and federally mandated academic performance requirements;

v. an assurance that the school shall create and sustain high quality learning environments that meet the standards set forth in the Board of Regent's Basic Education Program Regulations; and

vi. an assurance that the school shall improve academic achievement as defined by the academic goals established in C-1-4 (h) (ii) for increasing academic achievement for all groups of students in which the number of students in a category is sufficient to yield statistically valid information, including:

1. economically disadvantaged students,
2. students from major racial and ethnic groups,
3. students with disabilities, and
4. students with limited English proficiency.

(i) If the school elects to contract with a comprehensive service or management provider, the school shall execute a Commissioner-approved agreement that has been developed in accordance with the requirements in C-7-1.

Upon successful completion of the tasks or with adequate written assurance that all tasks will be met prior to the opening of the school, the Commissioner may recommend the final Charter for approval by the Board of Regents no later than July 31st of the school year before the school year in which the charter school is to be established.

CHAPTER 2

CHARTER AMENDMENT PROCESS

TOPIC
C-2-1. Charter amendment process.

C-2-1. Charter amendment process – (a) If a charter school plans to make a major change in its operations, the school's governing board shall submit in writing to the Board of Regents a request to amend the school's charter. The Board of Regents shall act in public session whenever a major change is made to a Charter. Major changes are defined as those changes that fundamentally affect a school's mission, organizational structure, or educational program.

(b) If the charter school plans to make a minor change in its operations, the school's Board shall submit in writing to the Commissioner a request to make a minor amendment to the school's charter. A minor amendment shall become effective 14 business days following the receipt of the request by the Commissioner unless the Commissioner notifies the charter operator in writing that the proposed amendment has been denied. The Commissioner shall state the reason for the denial. The Commissioner shall only deny amendments that are contrary to State or Federal law or regulations, that contravene the written policies of the Rhode Island Board of Regents, or that entail any financial or other conflicts of interest. Minor changes are defined as changes that do not fundamentally alter a charter school's organizational structure or educational program, and which comport with applicable statutes and which otherwise are in substantial compliance with Board of Regents regulations.

CHAPTER 3

ONGOING OVERSIGHT

TOPIC
C-3-1. Process for Commissioner Evaluation of a Charter.
C-3-2. Annual Reporting.

C-3-1. Process for Commissioner Evaluation of a Charter. – Once a Charter has been granted and the Charter School begins operations, the Commissioner, in the exercise of the Commissioner's visitorial authority, shall conduct such reasonable evaluations of the operation of a Charter as may be needed to ensure that the Charter School is operating

effectively. The Commissioner or designated staff may visit the Charter School at all reasonable times, and require such reports from the Charter School as may be needed to evaluate the school's operation. School management and staff shall meet with the Commissioner or the Commissioner's designees at reasonable times to present information about the operation of the charter school.

C-3-2. Annual Reporting. Annually, on a schedule to be established by the Commissioner, the governing board of a charter school shall prepare an annual report that details its progress in meeting the academic and organizational performance goals identified in its charter.

CHAPTER 4
CHARTER REVOCATION & EXPIRATION

TOPIC

C-4-1. Charter revocation –Good cause.
C-4-2. Procedure for Revocation.
C-4-3. Charter expiration.
C-4-4. Students affected by the revocation or expiration of a Charter.

C-4-1. Charter revocation –Good cause. – With the advice and consent of the Board of Regents, the Commissioner shall have authority to institute Charter revocation proceedings. Before requesting authority to institute revocation procedures, the Commissioner, when student and the public welfare permits, shall notify the Charter school in writing specifying the facts and issues which may justify Charter revocation and shall discuss with the Charter school the deficiencies at issue and allow the Charter school to attain compliance within a reasonable length of time. Charters may be revoked at any time for good cause as specified in R.I.G.L. 16-77.2-4, 16-77.3-4, and 16-77.4-4 (emphasis added).

C-4-2. Procedure for Revocation. – The notice and hearing procedures required in contested cases under the Rhode Island Administrative Procedures Act (Chapter 35 of Title 42 of the General Laws of Rhode Island) shall be used in Charter revocation proceedings. At a revocation hearing a Charter may be sustained, revoked, or placed on probation. If a Charter school is placed on probation, a specific period of time shall be established for the Charter school to meet standards and requirements that the Commissioner deems necessary for the school to demonstrate improvement. Failure to meet these standards and requirements, as determined by the Commissioner, shall result in termination of the Charter.

C-4-3. Charter expiration. -- Charters shall be granted for a fixed term not to exceed five (5) years. Before the conclusion of this five (5) year period, the Board of Regents

may conduct a review of the school's charter. The decision by the Board to renew a charter shall be based upon the following:

(a) the presentation of affirmative evidence regarding the success of the school's academic program as defined by the academic goals established in the Charter for increasing academic achievement for all groups of students in which the number of students in a category is sufficient to yield statistically reliable information, including:

1. economically disadvantaged students,
2. students from major racial and ethnic groups,
3. students with disabilities, and
4. students with limited English proficiency;

(b) the presentation of affirmative evidence regarding the viability of the school as an organization as defined by the organizational performance goals established in the Charter; and

(c) the faithfulness of the school to the terms of its charter.

Provision C-4-3 (a) shall be weighted most heavily in the Board's decision to renew a charter.

The Commissioner will gather evidence regarding these issues from a renewal application and from other information, including but not limited to, a school's annual reports, financial audits, test results, and site visit reports. Renewed charters shall be written according to the provisions outlined in C-1-4 (h).

If the Board of Regents does not conduct renewal hearings for an existing Charter, the Charter shall renew for another five (5) year period. If the Board of Regents recommends that a Charter not be renewed, the Charter school may request an administrative hearing, and, shall have the burden of proof to demonstrate that the school has met the terms of its charter and other applicable legal requirements.

C-4-4. Students affected by the revocation or expiration of a Charter. – If necessary, the Commissioner of Education may use the Commissioner's authority to coordinate the education agencies of the state (R.I.G.L.16-60-6), including local school districts, so as to facilitate the enrollment of students from a closed charter school into other educational placements in order to ensure the continued provision of education services to those students. The Commissioner shall ensure the preservation of the Charter school records. The Commissioner may require the public school system in which the Charter was located to maintain the student records of a closed Charter school.

CHAPTER 5

CHARTER SCHOOL OUTREACH AND ENROLLMENT

TOPIC

C-5-1. Outreach.
C-5-2. Enrollment Lotteries & RIDE representatives.
C-5-3. Notification.
C-5-4. Waiting Lists.

C-5-1. Outreach. -- The charter school shall proactively engage and inform the community about the school for the purpose of generating interest in enrollment in the school. Such activities should include public notices, meeting, open houses, and other activities that attempt to reach and provide a forum to a broad audience. In order to diversify the pool of applicants so as to include underrepresented populations and otherwise achieve ends designed to serve at-risk youth, supplemental specially directed outreach and recruitment to these groups is permissible.

C-5-2. Enrollment Lotteries. -- (a) When fewer students apply than there are seats available, all applicants shall be offered enrollment into the school. When more students apply than are seats available, the school shall conduct a random lottery to determine enrollment. For Charter schools that do not have defined enrollment percentages from their sending districts in their Charter, lotteries shall be held no later than a date set by the Commissioner in the school year before the year in which students are to enroll. Charter schools shall use a lottery application developed by the Commissioner. Weighted lotteries are permissible if the Commissioner deems it necessary to fulfill statutory requirements.

(b) All students in the lottery pool at the time of the lottery shall be drawn from the lottery. Once all available seats have been filled, the remaining applicants in the pool shall be drawn and placed on a waiting list ranked in the order that they were drawn. The school shall notify RIDE at least two (2) weeks before the lottery so that a RIDE representative may be present during the lottery.

(c) Schools are permitted to adopt a siblings policy to exempt siblings of currently enrolled students from participation in the lottery. Schools further permitted to adopt a policy to exempt the students of teachers or school founders from participation in the lottery so long as these students constitute no more than 10% of the school's total enrollment.

C-5-3. Notification. – (a) Families shall be notified in writing whether or not the student was selected from the lottery for enrollment into the school. Upon notification, the family shall confirm their intent to accept the enrollment by submitting a standard confirmation form to the school. Schools are permitted to establish a reasonable deadline of not less than fifteen (15) days for the family to confirm their child's enrollment. Schools shall

also make a reasonable effort within this period to make contact with the family. If the family fails to confirm enrollment by the established deadline, schools are permitted to offer enrollment to another family in first position on the waiting list.

(b) Only after a family has confirmed enrollment shall the school ask the family to provide specific information and documentation about the student, including prior school academic records and special education records (IEP/504 plans).

(c) Once all families have confirmed their student enrollment, schools shall notify the district of residence regarding the total number of students from each district that will be attending the charter school for the upcoming school year.

C-5-4. Waiting Lists. – (a) Any student who has applied to the school but was not selected through the lottery shall be placed on a waiting list in the order that they were drawn within the design of the lottery. This shall constitute the school's official waiting list.

(b) Families that have expressed an interest in the school, either by contacting the school directly, attended an open house, or other contact but has not submitted an enrollment form and selected through the lottery shall not be considered for the waiting list.

(c) Enrollment forms received after the lottery shall not be considered on the official waiting list. Such applications shall only be considered for enrollment once the waiting list established through the lottery has been exhausted.

(d) When filling vacancies that occur during the school year, schools shall offer enrollment to the student ranked in the first position on the waiting list as determined by the lottery. Should the family decline the enrollment offer, the school shall offer enrollment to the next ranked student until the enrollment seat is accepted.

(c) Waiting lists shall not be carried over from year to year. Each year the school shall conduct a new lottery of all applicants in the lottery pool, including any applicants from the previous waiting list in addition to any and all new applicants. Applicants on the waiting list at the end of the previous school year must reapply to the school to be considered eligible for the lottery for the following school year.

CHAPTER 6

CHARTER SCHOOL STAFF

C-6-1. Educator Certification Required.

C-6-1. Educator Certification Required — All teachers and administrators in charter schools shall hold appropriate certification for their respective positions.

CHAPTER 7

CHARTER SCHOOL CONTRACTS

TOPIC

C-7-1. Charter school contracts

C-7-1. Charter school comprehensive service and management contracts. – (a) No charter school or charter school board shall enter into any contract for comprehensive service and management which is contrary to State or Federal law or regulations, which contravenes the written policies of the Rhode Island Board of Regents, which does entail any financial or other conflicts of interest, or which amends, alters, or modifies any provision of the school's Charter. To the extent that there is a conflict between the terms of the Charter and such a contract, the terms of the Charter shall govern. All charter school contracts shall be made available to the Commissioner and the Auditor General upon request. Charter schools shall maintain financial records in a format that allows the ready tracking of all expenditures of public funds.

(b) No charter school board shall enter into a contract that would have the effect of reducing the charter school board's ultimate responsibility for operation of its charter school, or which would hinder the charter school board in exercising effective supervision of the charter school it controls.

(c) All charter school boards entering into such contracts shall directly select, retain, and compensate the school attorney, accountant, and audit firm.

(d) All instructional materials, furnishings, and equipment purchased or developed with public funds shall be the property of the Charter school, not the service provider.

(e) The content of such contracts shall include, but not be limited to:

1) The roles and responsibilities of the school governing board and the service provider, including all services to be provided under the contract;

2) The performance measures, consequences, and mechanisms by which the school governing board will hold the provider accountable for performance;

3) All compensation to be paid to the provider, including all fees, bonuses, and what such compensation includes or requires;

4) Terms of any facility agreement that may be part of the relationship;

5) Financial reporting requirements and provisions for the school governing board's financial oversight;

6) All other financial terms of the contract, including disclosure and documentation of all loans or investments by the provider to the school, and provision for the disposition of assets in accordance with Rhode Island General Law;

7) Assurances that the school governing board, at all times, shall comply with C-7-1(a) – (d);

8) Respective responsibilities of the governing board and service provider in the event of school closure; and

9) Such information as required by the Commissioner to ensure compliance with the provisions identified in this chapter.

CHAPTER 8

APPEALS

TOPIC
C-8-1 Appeals.

C-8-1 Appeals. – The appeals and adjudication process defined by Chapter 39 of Title 16 shall be applicable to charter schools, and additionally, any alleged violation of the provisions of a schools Charter shall be subject to this appeal and adjudication process.

CHAPTER 9

VARIANCES & WAIVERS

TOPIC
C-9-1 Variances & Waivers.

C-9-1 Variances & Waivers. -- The Board of Regents, based on the application of a Charter school governing board may grant those statutory waivers and variances permitted by law. The Board of Regents, based on the application of a Charter school governing board may grant waivers and variances to Board of Regents Regulations, except that waivers or variances which would diminish health or safety standards, or which would violate or diminish the civil rights of any protected class of student, shall not be granted. All requests for waivers or variances shall be accompanied by a written explanation showing why the waiver or variance should be granted.

Appendix F 5:

Financial Reporting Guidelines at a Glance

Rhode Island General Law § 16-77-3.1 (f) states: "All charter public schools shall adhere to financial record keeping, reporting, auditing requirements, and procedures as required by the Rhode Island department of education and in accordance with federal and state laws and regulations." This quick guide provides an overview of reporting deadlines for financial reports.

This document is intended to remind charter school administrators, board treasurers, board members, and business managers of the annual cycle of financial reporting requirements for Rhode Island's charter public schools. This document may be revised from time to time as requirements are added or revised.

Type of Report	Description	Date Due	Format/Contact	Citation
Annual Budget	Charter school governing boards should review, finalize, and submit an operating budget for each upcoming fiscal year.	Within 30 days of approval and before new school year.	In PDF form as approved to: [redacted]	[redacted] 3.1
	School-level budget only file in UCOA format. RIDE will publish school level budgets in UCOA format on its website and schools must embed the link to RIDE's site on the school website. Schools must also post a copy of their budget on their own website in a downloadable format. Re-submission of the budget is required when a change is made to the budgets of an individual program or school. (Note: thresholds for this have not yet been established)	Within 30 days of approval of the budget for the new year by the governing body.	In UCOA and notify: [redacted]	RIGL § 16-2-9.4
UCOA submissions	Like all school districts, charter schools are required to make UCOA submissions. These are due fifteen days after the close of the reporting period. Upon completion of the Annual Audit and AUP review, all UCOA reporting entities are required to submit a revised UCOA file for any corrections noted by the auditors.	Mid-year: Jan 15th Prelim end of year: July 15th Final UCOA file for previous year: Sept 30th Revised for Corrections, no later than Dec 31st	Through a financial system that reports to UCOA to: [redacted]	RIGL § 16-2-9.4

UCOA Agreed-Upon Procedures (AUP)	Like all school districts, charter schools are required to engage the auditors performing the annual audit of the financial statements to also report on their tests of compliance with the School UCOA requirements in an agreed-upon procedures compliance attestation format.	December 31 (contact [redacted] request prior approval from the Auditor General if an extension beyond December 31 is necessary)	In PDF form, signed by auditing firm, to: [redacted]	RIGL § 16-2.9.4
Audited Financial Statements	Charter schools are required to submit audited financial statements. These submissions should include single audit reports, management letter comments, and any other supplementary materials provided by the auditors.	December 31 (contact [redacted]	[redacted]	RIGL § 16-77-3.1, 16-77.3-2(b) RIGL § 45-10-5
Quarterly Reports	Charter schools are required to submit quarterly reports to the Division of Municipal Finance and the Office of the Auditor General. RIDE also requests copies of these reports. The quarterly reporting form can be found on the Division of Municipal Finance website under the "forms" tab. The reports shall contain a statement as to whether any actual or projected shortfalls in budget line items are expected to result in a year-end deficit, the projected impact on year-end financial results including all accruals and encumbrances, and how the school plans to address any such shortfalls.	Within 25 days after the close of each quarter: (July 25, Oct 25, Jan 25, April 25)	In PDF form, signed by the Chief Financial Officer, to: [redacted]	RIGL § 16-77.2-8, 16-77.3-8, 16-77.4-8

In addition, please note that ***unaudited balance sheets, income statements, statements of cash flows,*** *and* ***board financial materials/reports*** may be requested from time to time.

New Charter School Review and Reporting. Charter schools seeking preliminary and final approval have a distinct set of financial reporting requirements.

Appendix F 6:

Excerpts from other RI State Law

Appendix F6 Other Relevant RI Statutes

§ 16-7.2-3 Permanent foundation education aid established.

(a) Beginning in the 2012 fiscal year, the following foundation education-aid formula shall take effect. The foundation education aid for each district shall be the sum of the core instruction amount in subdivision (a)(1) and the amount to support high-need students in subdivision (a)(2), which shall be multiplied by the district state-share ratio calculated pursuant to § 16-7.2-4 to determine the foundation aid.

(1) The core-instruction amount shall be an amount equal to a statewide, per-pupil core-instruction amount as established by the department of elementary and secondary education, derived from the average of northeast regional expenditure data for the states of Rhode Island, Massachusetts, Connecticut, and New Hampshire from the National Center for Education Statistics (NCES) that will adequately fund the student instructional needs as described in the basic education program and multiplied by the district average daily membership as defined in § 16-7-22. Expenditure data in the following categories: instruction and support services for students, instruction, general administration, school administration, and other support services from the National Public Education Financial Survey, as published by NCES, and enrollment data from the Common Core of Data, also published by NCES, will be used when determining the core-instruction amount. The core-instruction amount will be updated annually. For the purpose of calculating this formula, school districts' resident average daily membership shall exclude charter school and state-operated school students.

(2) The amount to support high-need students beyond the core-instruction amount shall be determined by multiplying a student success factor of forty percent (40%) by the core instruction per-pupil amount described in subdivision (a)(1) and applying that amount for each resident child whose family income is at or below one hundred eighty-five percent (185%) of federal poverty guidelines, hereinafter referred to as "poverty status."

(b) Local education agencies (LEA) may set aside a portion of funds received under subsection (a) to expand learning opportunities such as after school and summer programs, full-day kindergarten and/or multiple pathway programs, provided that the basic education program and all other approved programs required in law are funded.

(c) The department of elementary and secondary education shall promulgate such regulations as are necessary to implement fully the purposes of this chapter.

§ 16-7.2-5 Charter public schools, the William M. Davies, Jr. Career and Technical High School, and the Metropolitan Regional Career and Technical Center.

(a) Charter public schools, as defined in chapter 77 of this title, the William M. Davies, Jr. Career and Technical High School (Davies), and the Metropolitan Regional Career and Technical Center (the Met Center) shall be funded pursuant to § 16-7.2-3. If the October 1 actual enrollment data for any charter public school shows a ten percent (10%) or greater change from the prior year enrollment which is used as the reference year average daily membership, the last six (6) monthly payments to the charter public school will be adjusted to reflect actual enrollment. The state share of the permanent foundation education aid shall be paid by the state directly to the charter public schools, Davies, and the Met Center pursuant to § 16-7.2-9 and shall be calculated using the state-share ratio of the district of residence of the student as set forth in § 16-7.2-4. The department of elementary and secondary education shall provide the general assembly with the calculation of the state share of permanent foundation education aid for charter public schools delineated by school district.

(b) The local share of education funding shall be paid to the charter public school, Davies, and the Met Center by the district of residence of the student and shall be the local, per-pupil cost calculated by dividing the local appropriation to education from property taxes, net of debt service, and capital projects, as defined in the uniform chart of accounts by the average daily membership for each city and town, pursuant to § 16-7-22, for the reference year.

(c) Beginning in FY 2017, there shall be a reduction to the local per pupil funding paid by the district of residence to charter public schools, Davies, and the Met Center. This reduction shall be equal to the greater (i) Of seven percent (7%) of the local, per-pupil funding of the district of residence pursuant to subsection (b) or (ii) The per-pupil value of the district's costs for non-public textbooks, transportation for non-public students, retiree health benefits, out-of-district special-education tuition and transportation, services for students age eighteen (18) to twenty-one (21) years old, pre-school screening and intervention, and career and technical education, tuition and transportation costs, debt service and rental costs minus the average expenses incurred by charter schools for those same categories of expenses as reported in the uniform chart of accounts for the prior preceding fiscal year pursuant to § 16-7-16(11) and verified by the department of elementary and secondary education. In the case where audited financials result in a change in the calculation after the first tuition payment is made, the remaining payments shall be based on the most recent audited data. For those districts whose greater reduction occurs under the calculation of (ii), there shall be an additional reduction to payments to mayoral academies with teachers who do

not participate in the state teacher's retirement system under chapter 8 of title 36 equal to the per-pupil value of teacher retirement costs attributable to unfunded liability as calculated by the state's actuary for the prior preceding fiscal year.

(d) Local district payments to charter public schools, Davies, and the Met Center for each district's students enrolled in these schools shall be made on a quarterly basis in July, October, January, and April; however, the first local-district payment shall be made by August 15, instead of July. Failure of the community to make the local-district payment for its student(s) enrolled in a charter public school, Davies, and/or the Met Center may result in the withholding of state education aid pursuant to § 16-7-31.

(e) Beginning in FY 2017, school districts with charter public school, Davies, and the Met Center enrollment, that, combined, comprise five percent (5%) or more of the average daily membership as defined in § 16-17-22, shall receive additional aid for a period of three (3) years. Aid in FY 2017 shall be equal to the number of charter public school, open-enrollment schools, Davies, or the Met Center students as of the reference year as defined in § 16-7-16 times a per-pupil amount of one hundred seventy-five dollars ($175). Aid in FY 2018 shall be equal to the number of charter public school, open-enrollment schools, Davies, or the Met Center students as of the reference year as defined in § 16-7-16 times a per-pupil amount of one hundred dollars ($100). Aid in FY 2019 shall be equal to the number of charter public school, open-enrollment schools, Davies, or the Met Center students as of the reference year as defined in § 16-7-16 times a per-pupil amount of fifty dollars ($50.00). The additional aid shall be used to offset the adjusted fixed costs retained by the districts of residence.

§ 16-39-1 Appeal of matters of dispute to commissioner.

Parties having any matter of dispute between them arising under any law relating to schools or education may appeal to the commissioner of elementary and secondary education who, after notice to the parties interested of the time and place of hearing, shall examine and decide the appeal without cost to the parties involved.

§ 16-39-2 Appeal of school committee actions to commissioner.

Any person aggrieved by any decision or doings of any school committee or in any other matter arising under any law relating to schools or education may appeal to the commissioner of elementary and secondary education who, after notice to the parties

interested of the time and place of hearing, shall examine and decide the appeal without cost to the parties involved.

Appendix F 7:

FY2017 Formula Supporting Calculations

FY 2017 FORMULA CALCULATIONS (UPDATED MARCH 2016 DATA) **4/8/2016**

FINAL (subject to General Assembly Approval)

FY 2017

State Share Calculation

C $8,979 E 0.4

LEAs	PK-12 RADM (March 2016 Data)	FRPL RADM (March 2016 Data)	Core Instruction Funding	C*E=F $3,592 Student Success Factor Funding	Total Foundation	%FRPL PK6	State Share Ratio Community (SSRC)	State Share Ratio Quadratic Mean	State Funding (upon full transition)	FY 2016 Enacted Distribution (excludes group home)	State $ Change	FY 2017 (2 yrs under/ 5yrs over)	FY 2017 Formula Gov Rec	$ Change
Districts:	**A**	**B**	**A*C=D**	**B*F=G**	**D+G=H**			**I**	**H*I=J**	**K**	**J-K=L**	**L/2 or L/5 = M**	**N**	**M-N=O**
BARRINGTON	3,304	179	$29,666,616	$642,896	$30,309,512	5.9%	24.1%	17.5%	$5,317,657	$5,040,087	$277,570	$138,785	$120,669	$18,116
BURRILLVILLE	2,379	800	$21,361,041	$2,873,280	$24,234,321	35.7%	66.8%	53.6%	$12,979,204	$12,982,749	($3,545)	($709)	$39,103	($39,812)
CHARLESTOWN	841	200	$7,551,339	$718,320	$8,269,659	27.6%	0.0%	19.5%	$1,613,919	$1,706,421	($92,502)	($18,500)	$11	($18,512)
COVENTRY	4,663	1,550	$41,869,077	$5,566,980	$47,436,057	31.6%	61.6%	49.0%	$23,222,167	$21,765,325	$1,456,842	$728,421	$811,059	($82,638)
CRANSTON	10,194	4,688	$91,531,926	$16,837,421	$108,369,347	45.4%	60.7%	53.6%	$58,084,605	$50,354,984	$7,729,621	$3,864,811	$3,398,467	$466,344
CUMBERLAND	4,459	1,008	$40,037,361	$3,620,333	$43,657,694	24.8%	55.5%	43.0%	$18,765,928	$16,552,780	$2,213,148	$1,106,574	$895,843	$210,732
EAST GREENWICH *	2,434	174	$21,854,886	$624,938	$22,479,824	8.0%	9.4%	8.7%	$1,962,065	$2,770,431	($808,366)	($161,673)	($165,623)	$3,950
EAST PROVIDENCE	5,233	2,885	$46,987,107	$10,361,766	$57,348,873	52.4%	65.9%	59.5%	$34,142,020	$30,348,208	$3,793,812	$1,896,906	$1,662,771	$234,135
FOSTER	275	66	$2,469,225	$237,046	$2,706,271	23.7%	52.1%	40.5%	$1,095,304	$1,181,172	($85,868)	($17,174)	($11,068)	($6,105)
GLOCESTER	535	81	$4,803,765	$290,920	$5,094,685	17.9%	50.2%	37.7%	$1,919,976	$2,515,667	($595,691)	($119,138)	($124,282)	$5,143
HOPKINTON	1,122	284	$10,074,438	$1,020,014	$11,094,452	27.0%	58.4%	45.5%	$5,047,403	$5,470,735	($423,332)	($84,666)	($87,117)	$2,451
JAMESTOWN	635	60	$5,701,665	$215,496	$5,917,161	10.5%	0.0%	7.4%	$439,327	$438,478	$849	$424	$2,291	($1,867)
JOHNSTON *	3,240	1,461	$29,091,960	$5,247,328	$34,339,288	47.7%	52.5%	50.2%	$17,223,712	$13,920,605	$3,303,107	$1,651,553	$1,459,698	$191,855
LINCOLN	2,906	792	$26,092,974	$2,844,547	$28,937,521	31.6%	47.0%	40.0%	$11,588,673	$10,225,160	$1,363,513	$681,757	$753,314	($71,557)
LITTLE COMPTON	373	59	$3,349,167	$211,904	$3,561,071	17.0%	0.0%	12.0%	$428,070	$398,464	$29,606	$14,803	$13,724	$1,079
MIDDLETOWN	2,294	697	$20,597,826	$2,503,345	$23,101,171	32.7%	29.5%	31.1%	$7,193,966	$8,369,412	($1,175,446)	($235,089)	($233,859)	($1,230)
NARRAGANSETT	1,290	273	$11,582,910	$980,507	$12,563,417	22.9%	0.0%	16.2%	$2,034,362	$2,134,161	($99,799)	($19,960)	($8,503)	($11,457)
NEWPORT	2,153	1,346	$19,331,787	$4,834,294	$24,166,081	64.6%	0.0%	45.7%	$11,038,848	$10,402,340	$636,508	$318,254	$31,557	$286,697
NEW SHOREHAM	113	17	$1,014,627	$61,057	$1,075,684	17.9%	0.0%	12.7%	$136,152	$85,500	$50,652	$25,326	$27,940	($2,614)
NORTH KINGSTOWN *	3,850	844	$34,569,150	$3,031,310	$37,600,460	26.0%	30.0%	28.1%	$10,554,952	$10,662,516	($107,564)	($21,513)	$24,102	($45,615)
NORTH PROVIDENCE	3,510	1,529	$31,516,290	$5,491,556	$37,007,846	47.9%	65.1%	57.2%	$21,150,268	$17,944,337	$3,205,931	$1,602,965	$1,567,044	$35,921
NORTH SMITHFIELD	1,723	340	$15,470,817	$1,221,144	$16,691,961	22.1%	48.0%	37.4%	$6,237,089	$5,683,082	$554,007	$277,004	$329,343	($52,339)
PAWTUCKET	8,856	6,990	$79,518,024	$25,105,284	$104,623,308	79.4%	87.0%	83.3%	$87,137,336	$78,238,483	$8,898,853	$4,449,426	$3,730,760	$718,666
PORTSMOUTH	2,354	382	$21,136,566	$1,371,991	$22,508,557	16.8%	11.6%	14.4%	$3,249,350	$4,212,562	($963,212)	($192,642)	($172,318)	($20,325)
PROVIDENCE	22,715	19,441	$203,957,985	$69,824,296	$273,782,281	88.6%	87.1%	87.9%	$240,526,498	$221,212,806	$19,313,692	$9,656,846	$7,007,942	$2,648,904
RICHMOND	1,133	191	$10,173,207	$685,996	$10,859,203	20.0%	47.4%	36.4%	$3,950,392	$5,063,630	($1,113,238)	($222,648)	($208,667)	($13,980)
SCITUATE	1,381	262	$12,399,999	$940,999	$13,340,998	18.5%	23.6%	21.2%	$2,828,811	$3,909,685	($1,080,874)	($216,175)	($194,851)	($21,324)
SMITHFIELD	2,373	364	$21,307,167	$1,307,342	$22,614,509	18.0%	32.1%	26.0%	$5,885,011	$5,089,386	$795,625	$397,812	$390,101	$7,711
SOUTH KINGSTOWN	3,218	649	$28,894,422	$2,330,948	$31,225,370	23.0%	12.8%	18.6%	$5,811,779	$7,289,894	($1,478,115)	($295,623)	($264,806)	($30,817)
TIVERTON	1,832	580	$16,449,528	$2,083,128	$18,532,656	32.4%	35.2%	33.8%	$6,269,409	$6,027,039	$242,370	$121,185	$121,185	$0
WARWICK	9,081	3,167	$81,538,299	$11,374,597	$92,912,896	37.4%	43.4%	40.5%	$37,640,160	$36,354,185	$1,285,975	$642,987	$812,148	($169,160)
WESTERLY	2,950	1,088	$26,488,050	$3,907,661	$30,395,711	42.7%	0.0%	30.2%	$9,177,517	$8,272,261	$905,256	$452,628	$639,963	($187,335)
WEST WARWICK	3,468	1,732	$31,139,172	$6,220,651	$37,359,823	54.4%	73.7%	64.8%	$24,199,031	$21,833,719	$2,365,312	$1,182,656	$993,637	$189,019
WOONSOCKET	5,766	4,412	$51,772,914	$15,846,139	$67,619,053	79.8%	90.6%	85.4%	$57,727,032	$53,126,130	$4,600,902	$2,300,451	$2,501,286	($200,835)
BRISTOL-WARREN REGIONAL**	3,308	1,212	$29,702,532	$4,353,019	$34,055,551				$12,413,461	$15,310,869	($2,897,408)	($579,482)	($542,715)	($36,767)
BRISTOL	*2,049*	*662*	*$18,397,971*	*$2,377,639*	*$20,775,610*	*32.2%*	*19.9%*	*26.8%*	*$5,560,824*	*$6,767,404*	*($1,206,580)*	*($241,316)*		
WARREN	*1,259*	*550*	*$11,304,561*	*$1,975,380*	*$13,279,941*	*47.5%*	*55.4%*	*51.6%*	*$6,852,636*	*$8,543,465*	*($1,690,829)*	*($338,166)*		
EXETER-WG REGIONAL **	1,624	241	$14,581,896	$865,576	$15,447,472				$4,191,368	$5,387,085	($1,195,717)	($239,143)	($221,472)	($17,672)
EXETER	*768*	*146*	*$6,895,872*	*$524,374*	*$7,420,246*	*22.4%*	*23.4%*	*22.9%*	*$1,699,641*	*$2,400,545*	*($700,904)*	*($140,181)*		
WEST GREENWICH	*856*	*95*	*$7,686,024*	*$341,202*	*$8,027,226*	*16.2%*	*40.8%*	*31.0%*	*$2,491,726*	*$2,986,540*	*($494,814)*	*($98,963)*		
CHARIHO									$0	$191,602	($191,602)	($38,320)	($38,320)	$0
FOSTER-GLOC	1,114	214	$10,002,606	$768,602	$10,771,208	21.9%	51.0%	39.2%	$4,227,346	$4,872,233	($644,887)	($128,977)	($130,105)	$1,128
CENTRAL FALLS @	2,470	2,148	$22,178,130	$7,714,757	$29,892,887	91.5%	97.2%	94.4%	$28,216,803	$35,841,615	($7,624,812)	($1,524,962)	($1,570,730)	$45,768
District Total	131,169	62,406	$1,177,766,451	$224,137,390	$1,401,903,841				$785,626,968	$743,185,798	$42,441,170	$27,395,178	$23,359,520	$4,035,658

FY 2017 FORMULA CALCULATIONS (UPDATED MARCH 2016 DATA) **4/8/2016**

FINAL (subject to General Assembly Approval)

FY 2017

State Share Calculation

LEAs	PK-12 RADM (March 2016 Data)	FRPL RADM (March 2016 Data)	C $8,979 Core Instruction Funding	E 0.4 C*E=F $3,592 Student Success Factor Funding	Total Foundation	%FRPL PK6	State Share Ratio Community (SSRC)	State Share Ratio Quadratic Mean	State Funding (upon full transition)	FY 2016 Enacted Distribution (excludes group home)	State $ Change	FY 2017 (2 yrs under/ 5yrs over)	FY 2017 Formula Gov Rec	$ Change
Charter Schools:														
ACE (Textron)	225	196	$2,020,275	$703,954	$2,724,229				$2,393,322	$2,307,902	$85,420	$42,710	$34,822	$7,888
ACHIEVEMENT FIRST	720	619	$6,464,880	$2,223,200	$8,688,080				$7,220,957	$5,163,546	$2,057,411	$2,057,411	$1,626,727	$430,684
BEACON	321	157	$2,882,259	$563,881	$3,446,140				$2,353,074	$1,944,354	$408,720	$408,720	$345,911	$62,810
BLACKSTONE ACADEMY	301	230	$2,702,679	$826,068	$3,528,747				$3,107,898	$2,642,238	$465,660	$465,660	$555,122	($89,462)
BLACKSTONE VALLEY PREP	1,641	1,120	$14,734,539	$4,022,592	$18,757,131				$13,436,201	$11,030,068	$2,406,133	$2,406,133	$2,753,979	($347,846)
COMPASS	174	16	$1,562,346	$57,466	$1,619,812				$387,650	$509,957	($122,307)	($24,461)	($18,512)	($5,950)
GREENE SCHOOL	200	71	$1,795,800	$255,004	$2,050,804				$1,143,373	$986,606	$156,767	$78,383	$46,069	$32,315
HIGHLANDER	532	413	$4,776,828	$1,483,331	$6,260,159				$5,015,985	$4,426,538	$589,447	$589,447	$640,646	($51,198)
HOPE ACADEMY	108	59	$969,732	$211,904	$1,181,636				$1,027,078	$665,193	$361,885	$361,885	$340,841	$21,044
INTERNATIONAL	348	201	$3,124,692	$721,912	$3,846,604				$3,058,264	$3,004,632	$53,632	$26,816	$36,331	($9,515)
KINGSTON HILL	210	36	$1,885,590	$129,298	$2,014,888				$545,206	$604,518	($59,312)	($11,862)	($5,984)	($5,878)
LEARNING COMM	558	487	$5,010,282	$1,749,109	$6,759,391				$6,116,584	$6,122,713	($6,129)	($1,226)	($259)	($967)
NEW ENG LABORERS	171	118	$1,535,409	$423,809	$1,959,218				$1,154,286	$1,142,393	$11,893	$5,946	($29,513)	$35,459
NOWELL	160	138	$1,436,640	$495,641	$1,932,281				$1,634,826	$1,596,958	$37,868	$18,934	$682,548	($663,614)
NURSES INSTITUTE	272	251	$2,442,288	$901,492	$3,343,780				$2,629,242	$2,456,677	$172,565	$86,283	$1,592.48	$84,690
PAUL CUFFEE	774	570	$6,949,746	$2,047,212	$8,996,958				$7,904,116	$7,950,707	($46,591)	($9,318)	($2,377)	($6,942)
RISE MAYORAL ACADEMY	95	66	$853,005	$237,046	$1,090,051				$868,551	$523,340	$345,211	$345,211	$406,144	($60,933)
SEGUE INSTITUTE	240	217	$2,154,960	$779,377	$2,934,337				$2,769,810	$2,670,896	$98,914	$49,457	$42,677	$6,780
SOUTHSIDE ELEM	72	60	$646,488	$215,496	$861,984				$757,281	$508,072	$249,209	$249,209	$258,675	($9,466)
TIMES^2 ACADEMY	727	574	$6,527,733	$2,061,578	$8,589,311				$7,545,985	$7,183,575	$362,410	$362,410	$488,623	($126,213)
TRINITY	204	181	$1,831,716	$650,080	$2,481,796				$2,180,337	$2,189,101	($8,764)	($1,753)	$6,662	($8,414)
VILLAGE GREEN	225	203	$2,020,275	$729,095	$2,749,370				$2,200,422	$1,883,074	$317,348	$158,674	$169,906	($11,232)
Charter School Total	8,278	5,983	$74,328,162	$21,488,543	$95,816,705				$75,450,447	$67,513,058	$7,937,389	$7,664,670	$8,380,629	($715,960)
State Schools (excluding School for the Deaf):														
DAVIES C&T	875	570	$7,856,625	$2,047,212	$9,903,837				$7,994,955	$11,640,152	($3,645,197)	($597,104)	($611,226)	$14,122
MET CENTER	818	563	$7,344,822	$2,022,071	$9,366,893				$6,589,756	$9,864,425	($3,274,669)	($654,934)	($631,672)	($23,262)
State School Total	1,693	1,133	$15,201,447	$4,069,283	$19,270,730				$14,584,711	$21,504,577	($6,919,866)	($1,252,038)	($1,242,899)	($9,140)
URBAN COLLABORATIVE	138	108	$1,239,102	$387,893	$1,626,995				$1,400,687	$856,203	$544,484	$259,087	$285,505	($26,418)
TOTAL	**141,278**	**69,630**	**$1,268,535,162**	**$250,083,108**	**$1,518,618,270**				**$877,062,814**	**$833,059,636**	**$44,003,178**	**$34,066,896**	**$30,782,756**	**$3,284,140**

State Share Derived from Applicable Sending Districts

@ - In this calculation, Central Falls FY 2016 Enacted aid figure excludes the stabilization funding

* The amount to fully fund full day kindergarten in FY 2017 pursuant to RIGL 16-7.2-7(c) is not included in these calculations.

**Calculations reflect the Superior Court decision in Town of Warren v. Bristol Warren Regional School District, et al., C.A. No. PC 14-1628 (Matos, J.).

FY 2017 FORMULA CALCULATIONS **4/8/2016**

FINAL March 2016 data (subject to General Assembly approval) 8,979 0.4

Charter/ State	Sending District	Enrollment	FRPL Enrollment	Base Funding	Success Factor Funding	Total Dollars	Sending District Share Ratio	State Share Funding
Academy Career Expl.	Providence	225	196	$2,020,275	$703,954	$2,724,229	87.9%	$2,393,322
ACE (Textron) Total		**225**	**196**	**$2,020,275**	**$703,954**	**$2,724,229**	**XX**	**$2,393,322**
ACHIEVEMENT FIRST	Cranston	64	39	$574,656	$140,072	$714,728	53.6%	$383,085
ACHIEVEMENT FIRST	North Providence	25	18	$224,475	$64,649	$289,124	57.2%	$165,236
ACHIEVEMENT FIRST	Providence	616	554	$5,531,064	$1,989,746	$7,520,810	87.9%	$6,607,273
ACHIEVEMENT FIRST	Tiverton	1	1	$8,979	$3,592	$12,571	33.8%	$4,253
ACHIEVEMENT FIRST	Warwick	14	7	$125,706	$25,141	$150,847	40.5%	$61,110
Achievement FirstTotal		**720**	**619**	**$6,464,880**	**$2,223,200**	**$8,688,080**	**XX**	**$7,220,957**
BEACON	Bristol	2	2	$17,958	$7,183	$25,141	26.8%	$6,729
BEACON	Burrillville	21	6	$188,559	$21,550	$210,109	53.6%	$112,528
BEACON	Central Falls	10	8	$89,790	$28,733	$118,523	94.4%	$111,877
BEACON	Coventry	1	0	$8,979	$0	$8,979	49.0%	$4,396
BEACON	Cranston	8	2	$71,832	$7,183	$79,015	53.6%	$42,351
BEACON	Cumberland	29	11	$260,391	$39,508	$299,899	43.0%	$128,909
BEACON	East Providence	4	0	$35,916	$0	$35,916	59.5%	$21,382
BEACON	Johnston	6	2	$53,874	$7,183	$61,057	50.2%	$30,625
BEACON	Lincoln	10	0	$89,790	$0	$89,790	40.0%	$35,958
BEACON	North Kingstown	1	0	$8,979	$0	$8,979	28.1%	$2,521
BEACON	North Providence	7	4	$62,853	$14,366	$77,219	57.2%	$44,131
BEACON	North Smithfield	22	4	$197,538	$14,366	$211,904	37.4%	$79,180
BEACON	Pawtucket	10	10	$89,790	$35,916	$125,706	83.3%	$104,696
BEACON	Portsmouth	1	1	$8,979	$3,592	$12,571	14.4%	$1,815
BEACON	Providence	18	13	$161,622	$46,691	$208,313	87.9%	$183,009
BEACON	Scituate	9	0	$80,811	$0	$80,811	21.2%	$17,135
BEACON	Smithfield	4	1	$35,916	$3,592	$39,508	26.0%	$10,281
BEACON	Warwick	16	3	$143,664	$10,775	$154,439	40.5%	$62,565
BEACON	West Warwick	5	3	$44,895	$10,775	$55,670	64.8%	$36,059
BEACON	Woonsocket	137	87	$1,230,123	$312,469	$1,542,592	85.4%	$1,316,926
BEACON Total		**321**	**157**	**$2,882,259**	**$563,881**	**$3,446,140**	**XX**	**$2,353,074**
Blackstone Academy	Central Falls	113	90	$1,014,627	$323,244	$1,337,871	94.4%	$1,262,857
Blackstone Academy	North Providence	1	1	$8,979	$3,592	$12,571	57.2%	$7,184
Blackstone Academy	Pawtucket	143	105	$1,283,997	$377,118	$1,661,115	83.3%	$1,383,488
Blackstone Academy	Providence	44	34	$395,076	$122,114	$517,190	87.9%	$454,368
Blackstone Total		**301**	**230**	**$2,702,679**	**$826,068**	**$3,528,747**	**XX**	**$3,107,898**
Blackstone Valley Prep	Central Falls	462	409	$4,148,298	$1,468,964	$5,617,262	94.4%	$5,302,304
Blackstone Valley Prep	Cumberland	431	197	$3,869,949	$707,545	$4,577,494	43.0%	$1,967,601
Blackstone Valley Prep	Lincoln	210	87	$1,885,590	$312,469	$2,198,059	40.0%	$880,262
Blackstone Valley Prep	North Providence	1	0	$8,979	$0	$8,979	57.2%	$5,132
Blackstone Valley Prep	Pawtucket	533	426	$4,785,807	$1,530,022	$6,315,829	83.3%	$5,260,247
Blackstone Valley Prep	Providence	1	1	$8,979	$3,592	$12,571	87.9%	$11,044
Blackstone Valley Prep	Smithfield	1	0	$8,979	$0	$8,979	26.0%	$2,337
Blackstone Valley Prep	Warwick	2	0	$17,958	$0	$17,958	40.5%	$7,275
Blackstone Valley Prep Total		**1,641**	**1,120**	**$14,734,539**	**$4,022,592**	**$18,757,131**	**XX**	**$13,436,201**
Compass	Charlestown	40	7	$359,160	$25,141	$384,301	19.5%	$75,001
Compass	Coventry	1	0	$8,979	$0	$8,979	49.0%	$4,396
Compass	East Greenwich	2	1	$17,958	$3,592	$21,550	8.7%	$1,881
Compass	Exeter	20	0	$179,580	$0	$179,580	22.9%	$41,134
Compass	Jamestown	1	1	$8,979	$3,592	$12,571	7.4%	$933
Compass	Narragansett	8	0	$71,832	$0	$71,832	16.2%	$11,632
Compass	North Kingstown	37	0	$332,223	$0	$332,223	28.1%	$93,259
Compass	Providence	2	0	$17,958	$0	$17,958	87.9%	$15,777
Compass	South Kingstown	34	3	$305,286	$10,775	$316,061	18.6%	$58,826
Compass	Warwick	2	0	$17,958	$0	$17,958	40.5%	$7,275
Compass	Westerly	27	4	$242,433	$14,366	$256,799	30.2%	$77,537
Compass Total		**174**	**16**	**$1,562,346**	**$57,466**	**$1,619,812**	**XX**	**$387,650**
Greene School	Central Falls	16	13	$143,664	$46,691	$190,355	94.4%	$179,682

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Charter/ State	Sending District	Enrollment	FRPL Enrollment	Base Funding	Success Factor Funding	Total Dollars	Sending District Share Ratio	State Share Funding
Greene School	Coventry	41	8	$368,139	$28,733	$396,872	49.0%	$194,287
Greene School	Cranston	15	4	$134,685	$14,366	$149,051	53.6%	$79,890
Greene School	Exeter	1	0	$8,979	$0	$8,979	22.9%	$2,057
Greene School	Foster-Glocester	3	0	$26,937	$0	$26,937	39.2%	$10,572
Greene School	Hopkinton	6	0	$53,874	$0	$53,874	45.5%	$24,510
Greene School	Jamestown	4	0	$35,916	$0	$35,916	7.4%	$2,667
Greene School	Johnston	2	1	$17,958	$3,592	$21,550	50.2%	$10,809
Greene School	Narragansett	4	1	$35,916	$3,592	$39,508	16.2%	$6,397
Greene School	Newport	1	1	$8,979	$3,592	$12,571	45.7%	$5,742
Greene School	North Kingstown	8	3	$71,832	$10,775	$82,607	28.1%	$23,189
Greene School	Pawtucket	9	6	$80,811	$21,550	$102,361	83.3%	$85,253
Greene School	Providence	33	21	$296,307	$75,424	$371,731	87.9%	$326,577
Greene School	Richmond	1	0	$8,979	$0	$8,979	36.4%	$3,266
Greene School	South Kingstown	14	3	$125,706	$10,775	$136,481	18.6%	$25,402
Greene School	Warwick	18	4	$161,622	$14,366	$175,988	40.5%	$71,295
Greene School	West Greenwich	4	1	$35,916	$3,592	$39,508	31.0%	$12,264
Greene School	Westerly	14	4	$125,706	$14,366	$140,072	30.2%	$42,293
Greene School	West Warwick	6	1	$53,874	$3,592	$57,466	64.8%	$37,222
Greene School Total		**200**	**71**	**$1,795,800**	**$255,004**	**$2,050,804**		**$1,143,373**
Highlander	Barrington	1	1	$8,979	$3,592	$12,571	17.5%	$2,205
Highlander	Bristol	2	1	$17,958	$3,592	$21,550	26.8%	$5,768
Highlander	Burrillville	2	0	$17,958	$0	$17,958	53.6%	$9,618
Highlander	Central Falls	5	5	$44,895	$17,958	$62,853	94.4%	$59,329
Highlander	Cranston	70	41	$628,530	$147,256	$775,786	53.6%	$415,811
Highlander	East Providence	10	9	$89,790	$32,324	$122,114	59.5%	$72,699
Highlander	Johnston	18	12	$161,622	$43,099	$204,721	50.2%	$102,683
Highlander	North Providence	8	6	$71,832	$21,550	$93,382	57.2%	$53,368
Highlander	Pawtucket	50	31	$448,950	$111,340	$560,290	83.3%	$466,647
Highlander	Providence	358	301	$3,214,482	$1,081,072	$4,295,554	87.9%	$3,773,781
Highlander	Warren	2	2	$17,958	$7,183	$25,141	51.6%	$12,973
Highlander	Warwick	3	2	$26,937	$7,183	$34,120	40.5%	$13,823
Highlander	West Warwick	1	0	$8,979	$0	$8,979	64.8%	$5,816
Highlander	Woonsocket	2	2	$17,958	$7,183	$25,141	85.4%	$21,463
Highlander Total		**532**	**413**	**$4,776,828**	**$1,483,331**	**$6,260,159**	**XX**	**$5,015,985**
Hope Academy	North Providence	4	0	$35,916	$0	$35,916	57.2%	$20,526
Hope Academy	Providence	104	59	$933,816	$211,904	$1,145,720	87.9%	$1,006,552
Hope Academy Total		**108**	**59**	**$969,732**	**$211,904**	**$1,181,636**	**XX**	**$1,027,078**
International	Central Falls	33	29	$296,307	$104,156	$400,463	94.4%	$378,010
International	Coventry	1	0	$8,979	$0	$8,979	49.0%	$4,396
International	Cranston	21	9	$188,559	$32,324	$220,883	53.6%	$118,391
International	Cumberland	7	3	$62,853	$10,775	$73,628	43.0%	$31,648
International	East Providence	26	8	$233,454	$28,733	$262,187	59.5%	$156,090
International	Lincoln	4	2	$35,916	$7,183	$43,099	40.0%	$17,260
International	Narragansett	1	0	$8,979	$0	$8,979	16.2%	$1,454
International	North Providence	12	6	$107,748	$21,550	$129,298	57.2%	$73,895
International	Pawtucket	137	96	$1,230,123	$344,794	$1,574,917	83.3%	$1,311,697
International	Providence	98	46	$879,942	$165,214	$1,045,156	87.9%	$918,203
International	Smithfield	2	0	$17,958	$0	$17,958	26.0%	$4,673
International	Warwick	1	0	$8,979	$0	$8,979	40.5%	$3,638
International	West Warwick	3	0	$26,937	$0	$26,937	64.8%	$17,448
International	Woonsocket	2	2	$17,958	$7,183	$25,141	85.4%	$21,463
International Total		**348**	**201**	**$3,124,692**	**$721,912**	**$3,846,604**	**XX**	**$3,058,264**
Kingston Hill	Charlestown	26	8	$233,454	$28,733	$262,187	19.5%	$51,169
Kingston Hill	Coventry	9	1	$80,811	$3,592	$84,403	49.0%	$41,319
Kingston Hill	East Greenwich	1	1	$8,979	$3,592	$12,571	8.7%	$1,097
Kingston Hill	East Providence	2	0	$17,958	$0	$17,958	59.5%	$10,691
Kingston Hill	Exeter	16	1	$143,664	$3,592	$147,256	22.9%	$33,730

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Charter/ State	Sending District	Enrollment	FRPL Enrollment	Base Funding	Success Factor Funding	Total Dollars	Sending District Share Ratio	State Share Funding
Kingston Hill	Middletown	2	0	$17,958	$0	$17,958	31.1%	$5,592
Kingston Hill	Narragansett	7	5	$62,853	$17,958	$80,811	16.2%	$13,086
Kingston Hill	North Kingstown	73	9	$655,467	$32,324	$687,791	28.1%	$193,072
Kingston Hill	North Providence	1	0	$8,979	$0	$8,979	57.2%	$5,132
Kingston Hill	Pawtucket	2	0	$17,958	$0	$17,958	83.3%	$14,957
Kingston Hill	Smithfield	1	0	$8,979	$0	$8,979	26.0%	$2,337
Kingston Hill	South Kingstown	50	11	$448,950	$39,508	$488,458	18.6%	$90,913
Kingston Hill	Warwick	8	0	$71,832	$0	$71,832	40.5%	$29,100
Kingston Hill	West Warwick	5	0	$44,895	$0	$44,895	64.8%	$29,080
Kingston Hill	Westerly	6	0	$53,874	$0	$53,874	30.2%	$16,266
Kingston Hill	Woonsocket	1	0	$8,979	$0	$8,979	85.4%	$7,665
Kingston Hill Total		**210**	**36**	**$1,885,590**	**$129,298**	**$2,014,888**	**XX**	**$545,206**
Learning	Central Falls	327	301	$2,936,133	$1,081,072	$4,017,205	94.4%	$3,791,961
Learning	Cranston	2	1	$17,958	$3,592	$21,550	53.6%	$11,550
Learning	East Providence	1	0	$8,979	$0	$8,979	59.5%	$5,346
Learning	North Smithfield	1	0	$8,979	$0	$8,979	37.4%	$3,355
Learning	Pawtucket	120	101	$1,077,480	$362,752	$1,440,232	83.3%	$1,199,522
Learning	Providence	106	84	$951,774	$301,694	$1,253,468	87.9%	$1,101,212
Learning	Warwick	1	0	$8,979	$0	$8,979	40.5%	$3,638
Learning Total		**558**	**487**	**$5,010,282**	**$1,749,109**	**$6,759,391**	**XX**	**$6,116,584**
NEL/CPS	Burrillville	1	0	$8,979	$0	$8,979	53.6%	$4,809
NEL/CPS	Central Falls	7	7	$62,853	$25,141	$87,994	94.4%	$83,060
NEL/CPS	Coventry	3	3	$26,937	$10,775	$37,712	49.0%	$18,462
NEL/CPS	Cranston	80	62	$718,320	$222,679	$940,999	53.6%	$504,364
NEL/CPS	Cumberland	3	2	$26,937	$7,183	$34,120	43.0%	$14,666
NEL/CPS	East Providence	1	0	$8,979	$0	$8,979	59.5%	$5,346
NEL/CPS	Johnston	22	9	$197,538	$32,324	$229,862	50.2%	$115,293
NEL/CPS	North Providence	3	2	$26,937	$7,183	$34,120	57.2%	$19,500
NEL/CPS	Pawtucket	2	1	$17,958	$3,592	$21,550	83.3%	$17,948
NEL/CPS	Providence	22	19	$197,538	$68,240	$265,778	87.9%	$233,495
NEL/CPS	Scituate	5	1	$44,895	$3,592	$48,487	21.2%	$10,281
NEL/CPS	Warwick	14	4	$125,706	$14,366	$140,072	40.5%	$56,745
NEL/CPS	West Warwick	6	6	$53,874	$21,550	$75,424	64.8%	$48,854
NEL/CPS	Woonsocket	2	2	$17,958	$7,183	$25,141	85.4%	$21,463
NEL/CPS Total		**171**	**118**	**$1,535,409**	**$423,809**	**$1,959,218**	**XX**	**$1,154,286**
Nowell Academy	Barrington	1	1	$8,979	$3,592	$12,571	17.5%	$2,205
Nowell Academy	Central Falls	17	12	$152,643	$43,099	$195,742	94.4%	$184,767
Nowell Academy	Cranston	1	0	$8,979	$0	$8,979	53.6%	$4,813
Nowell Academy	East Providence	2	1	$17,958	$3,592	$21,550	59.5%	$12,829
Nowell Academy	Lincoln	1	0	$8,979	$0	$8,979	40.0%	$3,596
Nowell Academy	North Kingstown	1	1	$8,979	$3,592	$12,571	28.1%	$3,529
Nowell Academy	North Providence	1	1	$8,979	$3,592	$12,571	57.2%	$7,184
Nowell Academy	Pawtucket	30	26	$269,370	$93,382	$362,752	83.3%	$302,124
Nowell Academy	Providence	78	72	$700,362	$258,595	$958,957	87.9%	$842,475
Nowell Academy	Warwick	3	3	$26,937	$10,775	$37,712	40.5%	$15,278
Nowell Academy	Woonsocket	25	21	$224,475	$75,424	$299,899	85.4%	$256,026
Nowell Academy Total		**160**	**138**	**$1,436,640**	**$495,641**	**$1,932,281**	**XX**	**$1,634,826**
Nurses Institute	Bristol	3	3	$26,937	$10,775	$37,712	26.8%	$10,094
Nurses Institute	Burrillville	1	1	$8,979	$3,592	$12,571	53.6%	$6,732
Nurses Institute	Central Falls	13	11	$116,727	$39,508	$156,235	94.4%	$147,475
Nurses Institute	Cranston	15	13	$134,685	$46,691	$181,376	53.6%	$97,215
Nurses Institute	Cumberland	3	3	$26,937	$10,775	$37,712	43.0%	$16,210
Nurses Institute	East Providence	9	9	$80,811	$32,324	$113,135	59.5%	$67,354
Nurses Institute	Foster-Glocester	1	1	$8,979	$3,592	$12,571	39.2%	$4,934
Nurses Institute	Johnston	4	4	$35,916	$14,366	$50,282	50.2%	$25,220
Nurses Institute	Lincoln	4	3	$35,916	$10,775	$46,691	40.0%	$18,698

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Charter/ State	Sending District	Enrollment	FRPL Enrollment	Base Funding	Success Factor Funding	Total Dollars	Sending District Share Ratio	State Share Funding
Nurses Institute	Middletown	1	0	$8,979	$0	$8,979	31.1%	$2,796
Nurses Institute	North Kingstown	1	0	$8,979	$0	$8,979	28.1%	$2,521
Nurses Institute	North Providence	6	5	$53,874	$17,958	$71,832	57.2%	$41,053
Nurses Institute	North Smithfield	3	0	$26,937	$0	$26,937	37.4%	$10,065
Nurses Institute	Pawtucket	16	15	$143,664	$53,874	$197,538	83.3%	$164,523
Nurses Institute	Providence	170	165	$1,526,430	$592,614	$2,119,044	87.9%	$1,861,648
Nurses Institute	Warwick	10	7	$89,790	$25,141	$114,931	40.5%	$46,560
Nurses Institute	Warren	4	4	$35,916	$14,366	$50,282	51.6%	$25,946
Nurses Institute	West Warwick	1	1	$8,979	$3,592	$12,571	64.8%	$8,142
Nurses Institute	Woonsocket	7	6	$62,853	$21,550	$84,403	85.4%	$72,055
Nurses Institute Total		**272**	**251**	**$2,442,288**	**$901,492**	**$3,343,780**	**XX**	**$2,629,242**
Paul Cuffee	Providence	774	570	$6,949,746	$2,047,212	$8,996,958	87.9%	$7,904,116
Paul Cuffee Total		**774**	**570**	**$6,949,746**	**$2,047,212**	**$8,996,958**	**XX**	**$7,904,116**
RISE Mayoral	Burrillville	5	2	$44,895	$7,183	$52,078	53.6%	$27,892
RISE Mayoral	North Smithfield	9	4	$80,811	$14,366	$95,177	37.4%	$35,564
RISE Mayoral	Providence	1	0	$8,979	$0	$8,979	87.9%	$7,888
RISE Mayoral	Woonsocket	80	60	$718,320	$215,496	$933,816	85.4%	$797,208
RISE Mayoral Total		**95**	**66**	**$853,005**	**$237,046**	**$1,090,051**		**$868,551**
Segue Ins learn	Central Falls	240	217	$2,154,960	$779,377	$2,934,337	94.4%	$2,769,810
Segue Ins learn Total		**240**	**217**	**$2,154,960**	**$779,377**	**$2,934,337**	**XX**	**$2,769,810**
Southside Elementary	Providence	72	60	$646,488	$215,496	$861,984	87.9%	$757,281
Southside Elementary Total		**72**	**60**	**$646,488**	**$215,496**	**$861,984**	**XX**	**$757,281**
Times2	Providence	727	574	$6,527,733	$2,061,578	$8,589,311	87.9%	$7,545,985
Times2 Total		**727**	**574**	**$6,527,733**	**$2,061,578**	**$8,589,311**	**XX**	**$7,545,985**
Trinity	Providence	204	181	$1,831,716	$650,080	$2,481,796	87.9%	$2,180,337
Trinity Total		**204**	**181**	**$1,831,716**	**$650,080**	**$2,481,796**	**XX**	**$2,180,337**
Village Green	Barrington	3	1	$26,937	$3,592	$30,529	17.5%	$5,356
Village Green	Central Falls	10	10	$89,790	$35,916	$125,706	94.4%	$118,658
Village Green	Charlestown	1	0	$8,979	$0	$8,979	19.5%	$1,752
Village Green	Coventry	1	0	$8,979	$0	$8,979	49.0%	$4,396
Village Green	Cranston	6	4	$53,874	$14,366	$68,240	53.6%	$36,576
Village Green	Cumberland	4	2	$35,916	$7,183	$43,099	43.0%	$18,526
Village Green	East Greenwich	1	0	$8,979	$0	$8,979	8.7%	$784
Village Green	East Providence	17	14	$152,643	$50,282	$202,925	59.5%	$120,809
Village Green	Foster-Glocester	1	0	$8,979	$0	$8,979	39.2%	$3,524
Village Green	Hopkinton	1	1	$8,979	$3,592	$12,571	45.5%	$5,719
Village Green	Lincoln	3	3	$26,937	$10,775	$37,712	40.0%	$15,103
Village Green	North Providence	2	1	$17,958	$3,592	$21,550	57.2%	$12,316
Village Green	Pawtucket	23	21	$206,517	$75,424	$281,941	83.3%	$234,819
Village Green	Providence	142	140	$1,275,018	$502,824	$1,777,842	87.9%	$1,561,891
Village Green	Richmond	2	1	$17,958	$3,592	$21,550	36.4%	$7,839
Village Green	South Kingstown	1	0	$8,979	$0	$8,979	18.6%	$1,671
Village Green	Warwick	2	2	$17,958	$7,183	$25,141	40.5%	$10,185
Village Green	West Warwick	3	2	$26,937	$7,183	$34,120	64.8%	$22,101
Village Green	Woonsocket	2	1	$17,958	$3,592	$21,550	85.4%	$18,397
Village Green Total		**225**	**203**	**$2,020,275**	**$729,095**	**$2,749,370**	**XX**	**$2,200,422**
Davies Car/Tech	Central Falls	159	136	$1,427,661	$488,458	$1,916,119	94.4%	$1,808,682
Davies Car/Tech	Cranston	2	1	$17,958	$3,592	$21,550	53.6%	$11,550
Davies Car/Tech	Cumberland	9	5	$80,811	$17,958	$98,769	43.0%	$42,455
Davies Car/Tech	East Providence	3	2	$26,937	$7,183	$34,120	59.5%	$20,313
Davies Car/Tech	Johnston	3	2	$26,937	$7,183	$34,120	50.2%	$17,114
Davies Car/Tech	Lincoln	40	17	$359,160	$61,057	$420,217	40.0%	$168,285
Davies Car/Tech	North Providence	64	31	$574,656	$111,340	$685,996	57.2%	$392,052
Davies Car/Tech	Pawtucket	523	329	$4,696,017	$1,181,636	$5,877,653	83.3%	$4,895,306
Davies Car/Tech	Providence	55	38	$493,845	$136,481	$630,326	87.9%	$553,761
Davies Car/Tech	Smithfield	12	4	$107,748	$14,366	$122,114	26.0%	$31,778

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Charter/ State	Sending District	Enrollment	FRPL Enrollment	Base Funding	Success Factor Funding	Total Dollars	Sending District Share Ratio	State Share Funding
Davies Car/Tech	Woonsocket	5	5	$44,895	$17,958	$62,853	85.4%	$53,658
Davies Car/Tech Total		**875**	**570**	**$7,856,625**	**$2,047,212**	**$9,903,837**	**XX**	**$7,994,955**
Metropolitan	Barrington	5	1	$44,895	$3,592	$48,487	17.5%	$8,507
Metropolitan	Bristol	16	6	$143,664	$21,550	$165,214	26.8%	$44,221
Metropolitan	Burrillville	4	2	$35,916	$7,183	$43,099	53.6%	$23,083
Metropolitan	Central Falls	29	22	$260,391	$79,015	$339,406	94.4%	$320,376
Metropolitan	Charlestown	5	0	$44,895	$0	$44,895	19.5%	$8,762
Metropolitan	Coventry	6	1	$53,874	$3,592	$57,466	49.0%	$28,132
Metropolitan	Cranston	29	19	$260,391	$68,240	$328,631	53.6%	$176,142
Metropolitan	Cumberland	9	5	$80,811	$17,958	$98,769	43.0%	$42,455
Metropolitan	East Greenwich	4	1	$35,916	$3,592	$39,508	8.7%	$3,448
Metropolitan	East Providence	32	18	$287,328	$64,649	$351,977	59.5%	$209,546
Metropolitan	Foster-Glocester	4	2	$35,916	$7,183	$43,099	39.2%	$16,915
Metropolitan	Jamestown	10	5	$89,790	$17,958	$107,748	7.4%	$8,000
Metropolitan	Johnston	7	3	$62,853	$10,775	$73,628	50.2%	$36,930
Metropolitan	Lincoln	4	2	$35,916	$7,183	$43,099	40.0%	$17,260
Metropolitan	Little Compton	1	0	$8,979	$0	$8,979	12.0%	$1,079
Metropolitan	Middletown	13	7	$116,727	$25,141	$141,868	31.1%	$44,179
Metropolitan	Narragansett	7	1	$62,853	$3,592	$66,445	16.2%	$10,759
Metropolitan	Newport	27	15	$242,433	$53,874	$296,307	45.7%	$135,350
Metropolitan	North Kingstown	15	5	$134,685	$17,958	$152,643	28.1%	$42,849
Metropolitan	North Providence	15	9	$134,685	$32,324	$167,009	57.2%	$95,447
Metropolitan	North Smithfield	3	2	$26,937	$7,183	$34,120	37.4%	$12,749
Metropolitan	Pawtucket	50	37	$448,950	$132,889	$581,839	83.3%	$484,595
Metropolitan	Portsmouth	8	4	$71,832	$14,366	$86,198	14.4%	$12,444
Metropolitan	Providence	372	318	$3,340,188	$1,142,129	$4,482,317	87.9%	$3,937,859
Metropolitan	Richmond	3	0	$26,937	$0	$26,937	36.4%	$9,799
Metropolitan	Scituate	2	1	$17,958	$3,592	$21,550	21.2%	$4,569
Metropolitan	Smithfield	5	2	$44,895	$7,183	$52,078	26.0%	$13,552
Metropolitan	South Kingstown	16	3	$143,664	$10,775	$154,439	18.6%	$28,745
Metropolitan	Tiverton	19	8	$170,601	$28,733	$199,334	33.8%	$67,433
Metropolitan	Warren	9	3	$80,811	$10,775	$91,586	51.6%	$47,260
Metropolitan	Warwick	32	18	$287,328	$64,649	$351,977	40.5%	$142,590
Metropolitan	West Warwick	6	4	$53,874	$14,366	$68,240	64.8%	$44,201
Metropolitan	Woonsocket	51	39	$457,929	$140,072	$598,001	85.4%	$510,520
Metropolitan Total		**818**	**563**	**$7,344,822**	**$2,022,071**	**$9,366,893**	**XX**	**$6,589,756**
Urban Collab (UCAP)	Central Falls	8	5	$71,832	$17,958	$89,790	94.4%	$84,756
Urban Collab (UCAP)	Cranston	7	6	$62,853	$21,550	$84,403	53.6%	$45,239
Urban Collab (UCAP)	Cumberland	1	1	$8,979	$3,592	$12,571	43.0%	$5,403
Urban Collab (UCAP)	Providence	122	96	$1,095,438	$344,794	$1,440,232	87.9%	$1,265,290
Urban Collab (UCAP) Total		**138**	**108**	**$1,239,102**	**$387,893**	**$1,626,995**	**XX**	**$1,400,687**

Appendix F 8:

RIDE Evaluator's Guide for Expansion and New School Proposals

Review of Charter School Applications:
Evaluator's Guide for the 2016 Request for Charter School Applicants

Office of College and Career Readiness

Rhode Island Department of Education

RIDE | 255 WESTMINSTER STREET | SIXTH FLOOR | PROVIDENCE, RI 02903

2016 Review of Charter School Applications:
Evaluator's Guide

I. Introduction

The *2016 Review of Charter School Applications: Evaluator's Guide* serves to communicate to evaluators the requirements of the Rhode Island Department of Education (RIDE) as they pertain to those seeking to establish a new charter in the state. Evaluators are external to and contracted by RIDE, and are expected to provide a comprehensive and rigorous review of all applications. The comments of each evaluator are considered by RIDE when determining which charter school applications to recommend to the Commissioner of Elementary and Secondary Education (the Commissioner) for preliminary approval. Rhode Island statute provides the Commissioner with the authority to make final recommendations on new charter applications to the Council on Elementary and Secondary Education (the Council).

DISCLAIMER: All evaluator comments and responses are working-draft documents; all documents at RIDE could potentially become public, but names would be redacted if any distribution is requested and granted.

II. Overview of Application Review Process

Applicants interested in opening charter schools in 2017 submitted Statements of Intent in August 2016. Statements of Intent are designed to provide a high-level conceptual overview for the new school.

In September 2016, applicants submitted complete applications. The criteria for all applications are set forth in the *2016 Request for Charter School Applicants*. This document provides applicants with the regulations and laws that govern charter schools and their creation, which are provided here for the evaluator's benefit:

- **Board of Regents' Regulations Governing Rhode Island Public Charter Schools**
- Rhode Island General Laws, Chapters **16-77**, **16-77.1**, **16-77.2**, **16-77.3**, and **16-77.4**

The charter application review process is a multi-stage process consisting of: a) a Completeness Review: b) a Public Comment Period (includes two public hearings); c) an evaluation of the application; and d) an evaluation of the application's impact on their local community.

- **Completeness Review**: a review to ensure compliance with application requirements. Applicants were notified of missing application components via a completeness review letter and provided with a brief opportunity to resubmit.

- **Public Comment**: a 60-day period where any person may voice their support for or concerns with a charter school application. This period includes two public hearings moderated by RIDE staff.

- **Application Evaluation**: a deep read/evaluation of the application to determine if the application meets the standards outlined in this document. The evaluation will also include an in-person interview designed to ask probing questions that yield further detail about the applicants' school plan, as well as the applicants' capacity to successfully carry out that plan.

- **Local Impact Analysis:** for all communities from which the charter school proposed to enroll students, an analysis of how authorizing the charter school will have a fiscal impact on the city or town, programmatic impact on the sending school district, and the educational impact for students.

III. Timeline for Review Process

The proposed schedule for evaluators is below:

Activity	Timeline	Purpose
Send Applications to Evaluators	**Due October 3, 2016**	**Evaluators will be provided with the completed applications, the *2016 Request for Charter School Applicants*, and this document**
Capacity Interview	**October 24 through October 28, 2016** **(one-two hours per proposal)**	**The interview allows evaluators to ask questions and gauge the capacity of the founding team to follow through on the commitments made in the application.**
External Review Period	**October 3 through November 18, 2016**	**Evaluators will read and comment on applications in accordance with the *Evaluator's Guide* and submit comments and recommendations by the end of the review period (November 18, 2016)**
Council Discussion and Vote of Preliminary Approval	**December**	**Based on the external evaluations and other data collected throughout the review process, the Commissioner will recommend applications for approval by the Council**

This timeline may change at RIDE's discretion.

IV. Reading and Commenting

Evaluators are asked to read and comment on each section of the applications unless otherwise noted. Each section contains a series of requirements, and each requirement should receive one of three comments: a **YES**, **MOSTLY**, or **NO**. This three-point scale (rather than a four or greater scale) is used to push evaluators toward a clear decision, and to avoid middle-level rankings that may limit RIDE's ability to extract meaning from evaluators' comments.

There are many specific requirements throughout the applications. Reviewers should rely on the following definitions to guide their comments for a given requirement or section:

Yes	The response clearly addresses the requirement with specific and accurate information. It presents a clear, realistic picture of how the school expects to operate. It reflects a thorough understanding of key issues. It inspires confidence in the applicant's capacity to carry out the plan effectively.
Mostly	The response addresses the requirement in most respects, but requires additional information in one, or more than one area but not many, areas.
No	The response is undeveloped or incomplete. It demonstrates a lack of preparation or understanding. It is misaligned with other areas of the application. It lacks sufficient detail. It otherwise raises concerns about the viability of the plan or the applicant's ability to carry it out.

After marking Yes, Mostly, or No in response to the requirements of each section, evaluators are asked to do the following:

- To support your Yes, Mostly, or No responses to the requirements, comment on areas of strength and/or potential areas of concern;
- Sections where all of the requirements are met should be considered to be "meeting the overall standard of quality." Provide an overall comment for each section: "Does the section meet the overall standard of quality?"

After the evaluator has completed reading and commenting on the application, he/she should complete the "Evaluator's Comments Summary." This should include a summary of overall comments on each section. The evaluator should also comment on the "Overall Submission" in the box provided. The evaluator should also include <u>at least three</u> Essential Strengths of the application, and <u>at least three</u> Essential Concerns – i.e., the most important comments the evaluator would like RIDE to consider. Finally, please review the declaration and sign and date the Comment Cover Sheet.

Finalized comments should be submitted as a PDF file via email to [redacted] on the timeline provided above. If evaluators have additional questions or concerns, please [redacted]

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2016 Review of Charter School Applications:

Evaluation Overview

Charter School Application:

Evaluator Name:

Date Completed:

Summary of Comments		NO	MOSTLY	YES
Do the sections of the charter application meet the overall standard of quality?				
I.	Mission Statement			
II.	Community Need & Support			
III.	Goals			
IV.	a) Guiding Principles			
	b) Curriculum and Coursework			
	c) Learning Environment and Pedagogy			
	d) Specific Populations			
	e) Assessment System			
	f) Promotion and Graduation Policy			
	g) School Culture			
V.	a) Establishing Persons or Entities			
	b) Applicant Group			
	c) Board Development and Duties			
	d) Personnel Structures			
	e) Leadership			
	f) Teachers			
	g) Management Organizations			
	h) Family-School Partnership			
VI.	Schedule and Calendar			
VII.	Student Enrollment, Outreach, and Demand			
VIII.	Facilities			
IX.	Operations			
X.	Startup Timeline			
XI.	Variances			
XII.	Finance and Budget			
XIII.	Additional Requirements			
Required Attachments				

Overall Submission	NO	MOSTLY	YES
• Does the application adhere to all formatting and submission criteria, including: • One-inch margins? • 12-point font? • A table of contents that references all sections of the narrative and all attachments? • Page numbers on each page, including on attachments? • 80 pages single-spaced, excluding attachments?			
A. Is the application free of typographical and grammatical errors?			
B. Are citations used for all references and/or excerpts? (Footnotes requested as a citation style)			

Essential Strengths of the Application:

-
-
-

Essential Concerns with the Application:

-
-
-

By signing this Comment Cover Sheet, I hereby declare that I have reviewed and commented on the aforementioned charter school application, and that I have no known conflicts of interest with the individuals submitting the charter school application.

_____ _____

Signature Date

Comments

I. Mission Statement

A mission statement should clearly and concisely communicate the core purpose of your proposed charter school. It should answer the following questions: What will your school provide? For whom? How (using what methods)?

A mission statement should be inspiring yet attainable. Stakeholders who read the mission statement should be able to know if and when the mission is being achieved; progress should be measurable. Abstain from clichés, jargon, and technical terminology.

Mission Statement	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Is the mission statement meaningful, manageable, and measurable?			
B. Is there a brief analysis of the mission statement that discusses the specific words selected to convey the mission?			
Strengths:			
Potential Concerns:			

II. Community Need & Support

This section should communicate why the applicants are proposing to start a new charter school for this particular community or communities, and how the school will become a part of the wider community.

Applicants proposing enrollment areas not tied to city or district boundaries (e.g., statewide catchment area, virtual programs, etc.) must still consider how the following prompts apply to the school structure they are proposing.

Community Need & Support	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application describe the community or communities from which the proposed school intends to draw students, including community demographics?			
B. Does the application describe a target student population, especially in the context of the priority to serve educationally disadvantaged students?			
C. Does the application include a specific rationale for selecting this particular community and highlight how the proposed school will enhance or expand opportunities already available within this community? Strong responses will go beyond an analysis of state test scores or a general argument for school choice.			
D. Does the application discuss the degree to which the applicants have consulted with community members, including the strategies used to solicit community input regarding the educational and programmatic needs of students?			
E. Does the application describe the extent to which community members will be engaged during future planning and operations of the school?			
F. Does the application describe the nature and extent of any ongoing involvement by community members in the governance and/or operations of the school?			
G. Does the application describe the extent to which community partners or relationships will create opportunities for students and support the mission and success of the school?			
Strengths:			
Concerns:			

III. Goals

Goals are the manifestation of the promises a new charter school makes to students, families, and the state of Rhode Island. In this section, applicants will describe the goals of the proposed charter school. Each goal should indicate a specific target to be met within a certain time period and using a specific metric.

Charter schools in Rhode Island are held to common measures of academic, financial and organizational performance. Specifically:

- Student Academic Performance
- Financial Viability and Sustainability
- Organizational Quality
- Legal and Regulatory Compliance

Student academic performance is most important in annual performance reviews and renewal decisions. Rhode Island's statewide accountability system will form the basis of student academic performance reviews and applicants should demonstrate an understanding of how schools in Rhode Island are measured and held accountable. As the state transitions under ESSA, these measures will also change. (http://www.ride.ri.gov/InformationAccountability/Accountability/SchoolClassifications.aspx).

Each charter school also has the opportunity to develop mission-specific goals and measures that evaluate the unique qualities of individual schools. Taken together, these goals form an Accountability Plan. Meeting these goals ensures that charter school is meeting the promises it has made. Failure to meet these goals will be reflected in annual reporting, and may result in nonrenewal or school closure.

Goals	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide **at least three** goals that may be used to assess the *academic progress* of students?			
B. Is one of the above goals based on outcomes related the current statewide accountability system?			
C. Do the two additional academic goals above enable a deeper understanding of: academic progress in core areas; and/or in subjects not currently tested using statewide assessments; and/or in grade levels not currently assessed using statewide assessments?			
D. Does the application provide **at least two** goals that may be used to evaluate the *mission* of the proposed school?			
E. Does the application provide **at least two** goals that may be used to evaluate the *organizational strength* of the proposed school?			
Strengths:			
Potential Concerns:			

IV. Educational Program

A clear and focused vision for an educational program is crucial to the success of a charter school application. Responses to the following prompts should inspire confidence and describe how your educational program will serve the needs of all students.

Beware of providing an "everything but the kitchen sink" educational program description that lacks focus and promises too much. Beware also of general descriptions that do not present a clear vision of what you intend to do and how it will work. Reviewers realize that every detail of educational program decisions may not be finalized at the point of application submission. In these areas, rather than leaving sections blank or vague, please provide a convincing explanation as to how you will fill gaps that may currently exist in your program during the school's planning year. Do not overuse the promise of future planning, however; reviewers expect a substantially clear and detailed plan at the point of application. Do not assume that reviewers will understand references to specific programs or products. Include context, explanations, and citations where necessary.

IV(a). Guiding Principles

A charter school's guiding principles should define a set of core beliefs and values that forms the basis for the rest of the program, including the pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal-setting. The principles should be informed by research, experience, and proven practice.

Guiding Principles	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application list the guiding principles of the charter school?			
B. Is each guiding principle defined or clearly explained?			
C. Does the application sufficiently discuss the research and experiences that have informed the formation of the guiding principles?			
D. Does the application include examples of how each principle will translate into actions and decisions at the proposed school?			
E. Does the application provide examples of role models – schools, programs, or individuals – who are succeeding using related principles under similar conditions?			
Strengths:			
Potential Concerns:			

IV(b). Curriculum and Coursework

Rhode Island's charter schools have the freedom to choose and/or develop curricula and courses of study that best serve the diverse needs of the student population and reflect the mission of the school. In this section, reviewers should be provided with a comprehensive sense of the breadth and depth of the program, including how curriculum and coursework will align across grade levels. Regardless of whether the curriculum is purchased, previously developed, or internally developed, it must be clear that it will be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards.

Curriculum and Coursework	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide a table that outlines the course of study/course offerings at the school? The table should be organized by grade level, and include core academic subjects as well as special, elective and other coursework.			
B. Does the application include a narrative that describes the course of study and the curriculum at the school?			
C. If there are curricular decisions that have not been made, does the application sufficiently explain how curricular decisions will be made at a later date?			
D. Does the application include research, experiences and best practices that build a strong case in support of the curriculum?			
E. Does the application clarify how its curricular offerings will expand upon or enhance what is currently available to students?			
F. Does the application note which standards are guiding decisions around curriculum?			
G. Does the application include an assurance that curriculum will align with appropriate standards?			
H. Does the application describe how the school will manage the development, evaluation, and refinement of curriculum over time?			
Strengths:			
Potential Concerns:			

IV(c). Learning Environment and Pedagogy

Please explain how specific instructional methods will ensure that your academic program is accessible and appropriate for all students at all levels. Focus on your target student community. Be sure to specify how these instructional practices will work to close performance gaps.

Learning Environment and Pedagogy	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application describe examples of classroom environments, including details around class size, class structure, and classroom layout, differentiated by grade or subject as applicable?			
B. Does the application describe instructional methods and techniques that will be used to deliver the curriculum?			
C. Does the application specify which instructional methods would remain consistent across subjects or grade levels? Alternatively, does the application discuss how instructional methods might differ by subject or as students grow?			
D. Does the application make a strong case in support of the instructional methods?			
E. Using research and experience as evidence, does the application sufficiently describe how the methods will work to accelerate student achievement?			
Strengths:			
Potential Concerns:			

IV(d). Specific Populations

Charter schools are nonselective public schools and must be prepared to enroll and serve all students, including struggling students, gifted students, students with disabilities, students learning English, and students with other diverse learning needs.

The general education classroom needs to be an environment which is responsive to the educational needs of all children. A continuum of services must also be available through the school so that all students can participate fully in the educational program and mission of the school. This section of the application should describe the school's programs and services, and how they will be implemented within the context of the proposed school.

Specific Populations	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
With regard to ***struggling students***:			
A. Does the application describe how the proposed school will define and identify which students are struggling?			
B. Does the application describe a range of intervention strategies that will be used for struggling students?			
C. Does the application make a strong case for these particular intervention strategies supported by research, experiences or best practices?			
D. Does the application discuss when these interventions will occur?			
E. Does the application describe the process by which interventions will be evaluated and refined over time?			
With regard to ***students learning English:*** (Information on the laws, regulations, and best practices relating to students learning English.)			
F. Does the application demonstrate an awareness of the rights and appropriate expectations for students learning English?			
G. Does the application acknowledge which laws and regulations govern the standards and services for these students, and provide an assurance that the proposed school will comply with all applicable laws and regulations?			
H. Does the application describe the procedures to be used to identify students who are learning English?			
I. Does the application explain how the school will ensure ELs are not over or under-identified, and will be identified separately from procedures used to evaluate special education students?			
J. Does the application discuss the English language instructional program that the school will employ for its English learners, examples of its effectiveness, and the research base that supports it?			

K. Does the application explain when and where EL services will be provided, within the confines of the schedule?			
L. Does the application describe the resources that will be employed to properly implement the English language instructional program?			
M. Does the application describe the EL staffing levels per year for each of the five years of the term? Are assumptions and indications of what may change depending on the population that enrolls included?			
N. Does the application explain how the school intends to evaluate the effectiveness of its EL program and make changes if necessary?			
O. Does the application discuss how the school will ensure that parents can access all necessary materials?			
P. Does the application describe how other programming, including extracurricular activities, will be accessible to ELs?			
Q. Does the application describe a professional development plan for supporting teachers in serving students who are learning English?			
R. Does the application describe how general education and EL teachers will coordinate?			
With regard to ***students with disabilities:*** (Information on the laws, regulations, and best practices relating to students with disabilities.)			
S. Does the application indicate an awareness of the rights and appropriate expectations for students with disabilities?			
T. Does the application acknowledge which laws and regulations govern the standards and services for these students, and provide an assurance that your proposed school will comply with all applicable laws and regulations?			
U. Does the application describe procedures that the school will use to identify students with disabilities, and address how the school will ensure students are not inappropriately diagnosed?			
V. Does the application explain the resources and services that will be provided to students with disabilities within general education classrooms, and the methods to be used?			
W. Does the application explain the resources and services that will be provided to students with disabilities outside of general education classrooms, and the methods to be used? Does the application explain where and when these services will be provided, within the confines of the schedule?			
X. Does the application discuss the research and other evidence that supports the appropriateness of the school's approach?			

Y. Does the application indicate the special education staffing levels per year for each of the five years of the term? Does the application include assumptions and indicate of what may change depending on the population that enrolls?			
Z. Does the application include administrators, teachers, paraprofessionals, specialists, aides, and other personnel who will be attending to students with special educational needs?			
AA. Does the application explain any services or settings that will be provided by a third party?			
BB. Does the application include a professional development plan for supporting teachers in serving students with disabilities?			
CC. Does the application discuss the process for coordination between general education and special education teachers?			
DD. Does the application describe how parents of special education students will be informed of their rights and responsibilities, will be involved in the process, and will have access to all requisite personnel and materials?			
EE. Does the application explain how the effectiveness of the special education program will be evaluated?			
FF. Does the application explain who would be responsible for making changes to the types of services provided?			
With regard to ***gifted or advanced students:***			
GG. Does the application provide a clear rationale for how the school will define and identify students as gifted or advanced?			
HH. Does the application describe resources, methods, and services (including personnel) that will be provided to gifted or advanced students? Are research and other evidence included to support this approach?			
II. Does the application describe the school's professional development plan for supporting teachers serving gifted or advanced students?			
Strengths:			
Potential Concerns:			

IV(e). Assessment System

Charter schools are expected to develop a comprehensive assessment system. A comprehensive assessment system will include (but should not be limited to) state assessments, and serves as a structure for how teachers and administrators will measure what students know and are able to do from attending your school. A comprehensive assessment system should measure the academic progress of individual students, cohorts of students over time, and the school as a whole, and will provide information to a variety of stakeholders about whether the school is an academic success.

Assessment System	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application discuss several of the questions the school will seek to answer or track progress through its assessment system?			
B. Does the application describe the types of assessments that will be used at the school, and organize the discussion by content area and grade level?			
C. Does the application discuss what will happen with assessment results once collected, how the data will be used, and by whom?			
D. In the case of externally developed and commercially available assessments, does the application describe the criteria the school will use to select these assessments?			
E. In the case of internally developed assessments, does the application describe the process the school will use to create assessments and ensure validity?			
Strengths:			
Potential Concerns:			

IV(f). Promotion and Graduation Policy

Promotion/Graduation Policy	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application explain the proposed standards for promoting students from one grade level to the next?			
B. Does the application include a description of any provisions related to the retention of students?			
C. For high schools, does the application include any school-specific graduation requirements?			
D. Does the application explain how parents will be informed about promotion and graduation decisions?			
Strengths:			
Concerns:			

IV(g). School Culture

This subsection prompts applicants to describe what will foster and maintain a healthy school culture and environment for the benefit of the whole school community. It also asks applicants to discuss the character skills and behaviors that will be valued at the school.

School Culture	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application include a compelling description of the culture at the school, and how the culture and climate of the school is related to student outcomes and expectations?			
B. Does the application provide a description of the strategies that will be used to establish the desired school culture and/or climate, including the research, experiences, and other evidence that informs these decisions?			
C. Does the application provide plans for maintaining a safe and orderly environment, including behavior management and discipline procedures that are supported by research and/or evidence from experience and best practices?			
D. Does the application provide an assurance that the applicants will craft a comprehensive discipline policy in compliance with all federal, state, and local laws and regulations, including a general discipline policy and a special education discipline policy?			
E. Does the application discuss whether the school will have a dress code, the rationale for having a dress code (if yes), and how the school will ensure the dress code is not a mandatory fee or a financial strain to families?			
Strengths:			
Concerns:			

V(a). Establishing Persons or Entities

Only certain persons or entities are eligible to establish charter schools in Rhode Island, as identified in RIGL §16-77.2, 16-77.3, or 16-77.4. Please provide information on the person or entity that is establishing this charter school.

Establishing Persons or Entities	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application discuss the mission of the establishing person or entity and how their mission aligns with that of the applicant group?			
B. Does the application describe any affiliations between members of the applicant group and the establishing person or entity (e.g., prior or current employment, family member, membership on board of trustees)?			
C. Does the application describe the role the establishing person or entity will play if the school is approved (if any)?			
D. Does the application include a signature of the person or representative of the establishing entity on the Application Cover Page?			
Strengths:			
Potential Concerns:			

V(b). Applicant Group

All strong charter proposals begin with a strong applicant group. The applicant group should be comprised of individuals who intend to have an ongoing role in the school if approved, and/or have played a substantial role in crafting the charter school proposal. The applicant group must include at least one person or representative of the entity eligible to establish the charter school. The applicant group also may include proposed school leaders, staff, governing board members, and partners.

Strong, successful applicant groups are diverse in background and experience. Strong applicant groups should exemplify the core competencies, skills, and levels of experience required to successfully start and operate a charter school. If the proposed school has a unique mission, or is proposing to create a specialized program, the applicant group should clearly reflect an ability to fulfill that mission or program.

All members of the applicant group will be expected to participate in a capacity interview as a part of the proposal review process, and should be able to speak with a depth of knowledge about the school plans.

Applicant Group	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide a list of individuals that comprise the applicant group, along with brief biographical descriptions?			
B. Does the application describe how the applicant group was formed and the relationship of its members to each other?			
C. Does the application describe each member's role in crafting the application, and the role each intends to fill, if any, in the school if approved?			
D. Does the Application Cover Page include the signature of an applicant group member and are résumés for all members of the applicant group attached?			
Strengths:			
Potential Concerns:			

V(c). Board Development and Duties

Charter school boards are independent public boards with the authority to govern and oversee charter schools. These boards must be well-equipped to oversee the academic performance of the school and ensure organizational sustainability, including oversight and management of public funds. Charter school boards must be comprised of individuals who have the background and skills to handle decisions on a range of issues, all of which impact the success of the charter school. In return, charter school boards have the autonomy to govern new innovative public schools that change the way students are educated in Rhode Island.

RIGL § 16-2-9 describes the general powers and duties of Rhode Island school committees. Charter school boards share many of these responsibilities. They must comply with the requirements of RI Open Meetings Law (RIGL § 42-46) and the regulations of the RI Ethics Commission. Ultimately, the board is accountable to the terms and conditions of the final Charter.

Because board duties begin shortly after preliminary approval, it is important that applicants have recruited skilled and eligible board members early in the process, and are able to provide information on prospective board members at the point of application submission.

Board Development and Duties	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide an assurance that the board will comply with all applicable laws and regulations?			
B. Does the application describe a process for board member recruitment, review, and election to the charter school board that acknowledges the skills required to successfully govern a charter school?			
C. Does the application provide a table that includes a list of board positions, including the names of individuals who have committed to serve or, in places where positions have not been filled, the word "vacant" and a description of the type of person to best fit that position (e.g., parent, legal expert, etc.)?			
D. Does the application discuss affiliations between proposed board members and: persons or entities establishing the school? comprehensive management providers or partners? other contractors or consultants who may provide services to the proposed school? each other?			
E. Does the application describe the process by which the board will oversee academic performance?			
F. Does the application describe the process by which the board will oversee school finances?			
G. Does the application describe the process by which the board will hire a school leader?			
H. Does the application describe the process by which the board will hold the school leader(s) accountable?			

I. Does the application describe the process by which teachers and parents can challenge decisions of the board?			
J. Are the draft bylaws and résumés of proposed board members attached?			
Strengths:			
Potential concerns:			

V(d). Staffing Plans

Staffing Plans	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide an organizational chart (graphic) for the school, and a brief narrative explaining the chart? The chart should describe the reporting structure and relationships of the school's leader, other administrators, teachers, specialists, and other staff members.			
B. Does the application provide a staffing chart that includes position and quantity of staff for each year of a five-year charter term?			
C. Does the staffing chart respond to all requirements for providing services to students, including special education administration and health program duties? The applicant should note any assumptions that were made about the student population to construct this staffing plan.			
Strengths:			
Potential Concerns:			

V(e). Leadership

Leadership	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application include a job description for the school's leader? The job description should include a thorough description of the required core competencies, desired skills, expectations, and duties of the school leader.			
B. If the proposed school board has already selected a proposed school leader, does the application include a résumé and a description of the recruitment process? If the board has not yet committed to a school leader, does the application discuss how the applicant group/board will recruit and select a school leader?			
C. Does the application provide brief job descriptions of administrators, directors, and other support personnel that comprise the administrative team (including academics, finance, operations, recruitment, parent coordinator, etc.)?			
D. Does the application provide information on the terms and conditions of employment and the qualifications employees must meet, including certification?			
E. Does the application discuss the process by which administrators and directors will be evaluated?			
Strengths:			
Potential Concerns:			

V(f). Teachers

Strong applications will give considerable attention to teachers, including the factors that influence and support high-quality teaching and the skills and characteristics of teachers that will be successful at the proposed school. Strong responses will draw a clear and convincing picture of how the proposed school will support and supervise its teachers.

Teachers	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application describe the specific qualities and characteristics that will be sought in teachers at the proposed charter school, and explain the link between the desired characteristics and the mission and educational program of the school?			
B. Does the application describe a comprehensive process of teacher recruitment and selection?			
C. Does the application provide information on the terms and conditions of employment and the qualifications that the employees must meet, including certification?			
D. Does the application describe the teaching program of typical teachers, indicate how many hours they will be in class, and what other responsibilities they will have?			
E. Does the application discuss strategies the school will employ to retain high-performing teachers?			
F. Does the application describe what structures will exist within the typical school week and will be implemented to provide teachers with professional development and supports?			
G. Does the application explain how teachers will be evaluated?			
H. Does the application describe how the school will support teachers, including how the school will determine the professional development needs and what opportunities will be available?			
I. Does the application discuss the nature and extent of involvement of teachers in the governance and operations of the proposed school?			
Strengths:			
Potential concerns:			

V(g). Management Organizations and Other Essential Partners (if applicable)

This subsection is designed to elicit information about comprehensive management providers or other contracted partners whose unique relationship and services to the school will be integral to the operations of the school, such that the charter school's mission, educational program, governance or management structure would fundamentally change if the relationship ended. Examples of essential partners may be charter management organizations (CMOs), school districts, or institutions of higher education.

If the proposed school does not intend to have comprehensive management or essential partner organizations, applicants may mark this subsection "not applicable."

Management Organizations/Essential Partners	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide the name, contact information, and general information about the organization, district, or institution with which the applicant group proposes to contract for management, support, or partner services?			
B. Does the application provide a detailed description of the services to be provided, including scope of services, school-specific staff role(s) to be filled, fees to be paid, methods of contract oversight and enforcement, and conditions for renewal and termination of the contract?			
C. Does the application include an operating/business plan from the managing or partnering entity, which should include any additional plans the organization has to provide services to other entities or schools, and which should demonstrate its capacity to provide the contracted services with the proposed new school?			
D. If applicable, does the application provide a summary of student achievement results for the other schools managed by or partnered with the management organization?			
E. Does the application include the most recent audit and annual report of the managing or partnering entity?			
F. Does the application provide a draft term sheet or contract between the management/partnering entity and proposed charter school?			
Strengths:			
Potential Concerns:			

V(h). Family-School Partnership

RIDE expects all schools to proactively develop a robust partnership with families, to support the success of students.

Family-School Partnership	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide a comprehensive explanation of how parents or guardians will be made to feel welcome at the school, and enable them to be involved in the school community?			
B. Does the application describe the nature and extent of parent involvement in the governance and operations of the school?			
C. Does the application discuss a set of strategies the school will employ to ensure parents are empowered and supported?			
D. Does the application describe how the school will measure and respond to levels of parent and student satisfaction?			
Strengths:			
Potential Concerns:			

VI. Schedule & Calendar

Applicants must provide draft schedules for students and teachers, and an annual calendar for the proposed school's first year of operation. The structures in schedule and calendar must account for the statutory requirement to provide appropriate hours/days of instruction, and should tie back to the program plans described in Section IV: Educational Program.

In proposing a school schedule and calendar for the first year of operation, reviewers should have a sense of the breadth of opportunities available for students, both inside and outside of the typical school day.

Schedule & Calendar	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide a draft daily schedule and narrative that describes the length of each school day, including how much time will be offered for various components of the educational program and clearly aligns with the needs of students and the mission and educational program of the school?			
B. Does the application provide a draft weekly schedule and narrative that describes how the educational program is rolled out over a typical week, including such things as before- or after-school opportunities for electives, intervention, remediation, tutoring, and extracurricular activities as applicable?			
C. Confirm that the application includes a draft school calendar that further includes: ○ Total days of instruction for the school year ○ First and last day of classes ○ Organization of the school year (e.g., trimesters, semesters) ○ All planned holidays/days off ○ Dates for professional development, special days scheduled for mission-specific requirements (e.g., portfolio demonstrations, college days, science fairs, etc.) ○ Dates for extended or summer programs, if applicable The application should also provide a draft schedule of a teacher's work week, including: ○ Time devoted to core teaching ○ Time devoted to planning ○ Time devoted to professional development ○ Time devoted to other activities that may be unique to the proposed school's mission or culture			
Strengths:			
Potential Concerns:			

VII. Student Enrollment, Outreach, and Demand

Strong charter school applications include outreach plans that are designed to reach every eligible student, and includes methods that are likely to achieve the target student population described in Section II: Community Needs and Support.

Student Enrollment, Outreach, and Demand	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application provide a table indicating student enrollment expectations for the first charter term and then beyond (if the school proposes to grow beyond the first five-year term)?			
B. Does the table include the number of students in each grade by year, and by school site (if more than one)?			
C. Does the application provide a clear rationale for the school's growth plan that contemplates the benefits and challenges of enrolling more or less students per year?			
D. Does the application explain in detail the rationale for selecting this particular school size?			
E. Does the application discuss assumptions regarding student attrition and the school's plan to replace students if/when spots are vacated?			
F. Does the application summarize the school recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students, including to families traditionally less informed about school options?			
G. Does the application describe an enrollment process that includes a plan for a public lottery, including any weights or special design considerations, and is open, fair, and in accordance with the charter school statute and regulations?			
Strengths:			
Potential Concerns:			

VIII. Facilities

Finding suitable facilities for a new and growing charter school is a crucial and yet highly challenging component of new school planning. Charter schools that begin with few students and grow over time will find that they must, on the one hand, find a facility they can manage both operationally and financially, and on the other, minimize the impact of future transitions on existing students and programs. Financial and organizational health and sustainability is highly dependent on careful facilities planning.

This section prompts applicants to consider these challenges, and provide a plan for seeking facilities that fits within the program needs.

NOTE: Applicants should not list specific facilities or addresses at the application stage. RIDE and the applicant will have opportunities to discuss the selection and approval of facilities for use by charter schools.

Facilities	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application include a set of facilities specifications demonstrating that the applicants understand how program drives facility needs? The specifications should include characteristics relative to site location, building layout, and other building (internal) and site (external) features that would permit the school to operate smoothly and efficiently. The number of core classrooms that are required, other spaces, and square footage of core instructional spaces should be considered.			
B. Does the application describe how facility needs will be impacted by the school's enrollment plan (i.e., how enrolling more students in subsequent years will impact use of the space)?			
C. Does the application discuss the timeline by which the school would make significant capital investments, add space, or move from one space to another?			
D. Does the application describe the plan for and progress toward finding a facility? Does it describe the potential challenges of finding a suitable facility, and how the applicant will overcome those challenges?			
E. Does the application summarize annual or otherwise regular updates and reports relative to compliance with facilities-related state and local laws and regulations? As the regulatory environment can be challenging and cross various local and state agencies, does the application indicate where there may be gaps in applicant's understanding of the regulatory environment, and how the applicant plans to fill those gaps?			
F. Does the application provide an assurance that the RIDE Office of Charter Schools will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements, once a space has been identified?			

G. Does the application include a description of how the charter school board will support and oversee facilities-related issues?			
H. Does the application indicate who will oversee operations and maintenance issues at the charter school?			
Strengths:			
Potential Concerns:			

IX. Operations

Charter schools in Rhode Island are local education agencies (LEAs), and as such, are responsible for arranging and managing operational services for students. For the purposes of this application, "operations" is defined as the coordination and planning required to ensure that the proposed school will operate safely, and that instructional staff have the information and resources they need to perform their duties.

Rules, regulations and resources relating to school health programs and school safety can be found at: http://www.thriveri.org/

Operations	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application demonstrate an understanding of the statutory and regulatory requirements for school health programs and school safety plans? Does the application provide an assurance that the school will comply with these requirements?			
B. Does the application describe plans for developing school safety and emergency response plans?			
C. Does the application describe plans for providing health services to all students, including a plan to hire a nurse?			
D. Does the application explain the proposed school's food service and nutrition program?			
E. Does the application explain the proposed school's plan for the transportation of students to and from school, including logistics for arrival and dismissal?			
F. Does the application explain the proposed school's plan for human resources, payroll, and purchasing functions?			
G. Does the application explain the proposed school's plan for information technology (IT) and data management?			
Strengths:			
Potential Concerns:			

X. Startup Timeline

Provide a timeline for the school startup period, dating from the anticipated point of preliminary approval through the date of school opening.

Startup Timeline	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application outline a plan that includes the steps necessary for a successful school launch, and ensures that schools meet the regulatory requirements for readiness by the point of final approval?			
B. Does the application provide a timeline that lists specific actions to be taken?			
C. Does the plan align with all planning activities discussed throughout the application?			
D. Does the plan name a point person accountable for actions on the timeline?			
E. Does the application include any supplemental information that may be applicable?			
Strengths:			
Potential Concerns:			

XI. Variances

To the extent allowable in state law, applicants are permitted to request variances from statutes or regulations that may prohibit operation of the proposed charter school. Statutory provisions that may not be waived are itemized in RIGL 16-77.2-7, 16-77.3-7, and 16-77.4-7.

Variances	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application identify state statutes and/or regulations from which variances are sought in order to facilitate operation of the proposed charter school?			
B. Does the application explain the purpose of each variance, and describe the alternative method by which the concern that gave rise to the law or regulation will be addressed?			
C. FOR DISTRICT CHARTER SCHOOLS ONLY: Does the application include which provisions of the collective bargaining agreement, if any, will not be applicable to the district charter school? As any provisions included herein are subject to agreement by the parties to the collective bargaining agreement, does the application include a letter of support from any and each party to the agreement acknowledging support?			
Strengths:			
Potential Concerns:			

XII. Finance & Budget

Applications must include a five-year budget projection for the proposed charter school. A template for the budget, the Rhode Island Charter School Budget Projection Workbook, is available on RIDE Charter Schools Webpage. Note there are multiple tabs and two different versions depending on the type of charter proposal.

In addition to the budget projection, applicants must craft a narrative section that justifies the assumptions in the budget projection, and explain how all funds will be managed and reported.

Finance and Budget	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. Does the application include a complete and realistic five-year budget projection that appropriately reflects the expenses related to all commitments in the application?			
B. Does the application include a budget projection that indicates that the school can be sustained over the five-year charter term and beyond?			
C. Does the application include a budget narrative that thoroughly justifies the costs and assumptions made in the budget? Included in the five-year budget narrative must be a description of the sources of revenue and expenses for the school's facility, including lease/debt service as well as estimated operations/maintenance costs, indicating that facilities expenses will not overly burden or strain school operations.			
D. Does the application include an overall plan that describes the management and oversight of finances at the school, including any staff positions for this purpose and their duties?			
E. Does the application include the following assurances: ○ that the school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8? ○ that the school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE? ○ that the school will complete a fiscal audit each year with an independent firm, with a copy to RIDE?			
Strengths:			
Potential Concerns:			

XIII. Additional Requirements

Additional Requirements	NO	MOSTLY	YES
Does this section meet the overall standard of quality?			
A. For District Charter Schools: If the application is a conversion of a district school, does the application: ○ provide evidence of affirmative votes from two-thirds (2/3) of the teachers assigned to the school? ○ provide evidence that parents and legal guardians representing a majority of students assigned to the school adopt the conversion plan?			
If the application is for a new district charter school, does the application: ○ provide evidence of affirmative support of the number of certified teachers employed within the school district where the district charter school is to be located at least equal to two-thirds (2/3) of the number of teachers that will be required to staff the proposed district charter school?			
B. For Independent Charter Schools Does the applicant: a. provide its financial records and financial plan for review by the auditor general as prescribed by RIGL 16-77.3-2(c)? ○ if proposing a network charter, provide written support from proposed enrolling communities? If written support is not available, does the applicant, explain why and provide a plan for obtaining written support by the anticipated date of preliminary approval?			
C. For Mayoral Academies Does the applicant have approval from each city or town regarding participation in the academy's enrolling communities (catchment area)? Approval must be from each mayor or in the absence of a mayor, the city or town council via a resolution or ordinance.			
Strengths:			
Potential Concerns:			

Required Attachments

[Throughout, the applicant is required to provide attachment. Below is a list of those required attachments.]

Required Attachments	NO	YES	N/A
Does this section meet the overall standard of quality?			
Résumés of each member of applicant group			
Résumés of prospective Board members			
Draft bylaws			
School leader job description			
Audit of managing/partnering entity (if applicable)			
Annual report of managing/partnering entity (if applicable)			
Draft term sheet or contract with managing/partnering entity (if applicable)			
Draft school calendar			
Five-year budget projection			
Any relevant written support currently obtained for proposed network charters or mayoral academies (if available).			
Strengths:			
Potential Concerns:			

Appendix F 9:

2017 Request for Proposals for New Student Seats Timetable

Rhode Island Charter Public Schools:

2017 Request for Proposals for New Student Seats Timetable

Timetable for 2017 Request for Proposals for New Student Seats for fall 2018. The timetable is subject to change.

Action	Date
Release 2017 Request for Proposals for New Student Seats	March 22, 2017
Applicant Technical Assistance	Spring 2017
Proposal Due Date	June 23, 2017
Complete Proposals Posted to RIDE Website	July 7, 2017
Deadline for Open-Sourced Local Impact Analyses	August 25, 2017
Local Impact Analyses and Public Hearing Schedule Posted to RIDE Website	September 1, 2017
Public Comment Period Continues	September 1, 2017
Public Comment Period Ends	November 1, 2017
Council Discussion and Vote	Winter 2017
Final Approval for New Charter Proposals Only	Spring 2018

Rhode Island Department of Education

FY2017 Application for Grants under the Charter School Program

(CFDA Number 84.282A)

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Appendix F 10:

Certification Redesign – Charter School Certification Guidance

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

Deborah A. Gist
Commissioner

Certification Redesign: Charter School Certification

The new certification regulations, *Regulations Governing the Certification of Educators in Rhode Island*, promulgated on November 3, 2011 by the Rhode Island Board of Regents for Elementary and Secondary Education were a comprehensive revision of the Rhode Island educator certification system. As stated in the regulations, the new certification regulations "supersede all of the Board's previous regulations governing the certification of educators in Rhode Island." The Office of Educator Quality and Certification has issued several guidance documents to clarify how the new regulations will be implemented and how they will impact various groups such as currently certified educators, prospective educators, middle school educators and charter school educators.

The chart below details how the new certification regulations impact charter school educators. The chart identifies the primary roles educators perform in charter schools, the certification areas that correspond to the roles, if certification is required to serve in that role, and representative responsibilities for individuals who serve in that role. While charter school organization, structure, and the performance of responsibilities within a specific charter school may vary due to their unique and distinct nature, all charter schools are required to minimally employ a certified Chief Academic/Instructional Administrator, a certified Special Education Director, certified Support Professionals, and certified Teachers.

Role	Certification Area	Required/ Not Required	Representative Responsibilities
Chief Executive	Superintendent of Schools	Not Required	• Establish and manage school governance • Lead and monitor community relations • Lead and monitor advocacy and fundraising efforts • Manage and facilitate organizational development • Support the recruitment of staff and students
Chief Academic/ Instructional Administrator	Building Level Administrator PK 12	Required	• Provide instructional leadership • Recruit, develop, supervise, and evaluate staff • Recruit and supervise students • Lead, manage, and evaluate school programs • Lead, manage, and evaluate school curriculum
Special Education Director	District Level Administrator – Special Education	Required	• Develop and evaluate programs for students with special needs • Coordinate special education staff • Develop, manage, and evaluate special education curriculum

Role	Certification Area	Required/ Not Required	Representative Responsibilities
Curriculum Director	District Level Administrator – Curriculum, Instruction, and Assessment	Not Required	• Develop, manage, and evaluate school curriculum • Support staff development • Support and provide instructional leadership
School Business Administrator	School Business Administrator	Not Required	• Direct and manage school business operations • Direct and manage school finances • Direct and manage budget development and budget control process • Direct and manage financial reporting
Support Professional	Support Professional (e.g. School Counselor, School Psychologist, Social Worker)	Required	• Provide support services for students and staff • Provide consultation and collaboration services for students and staff • Support and facilitate program development and evaluation • Support and facilitate staff development
Teacher	Teacher (e.g. Early Childhood, Elementary, Middle Grades, Secondary, All Grades)	Required	• Provide instruction of students • Supervise students • Support curriculum development • Support and participate in staff development

Appendix F 11:

Rhode Island Accountability System

R.I. DEPARTMENT OF EDUCATION
Shepard Building
255 Westminster Street
Providence, Rhode Island 02903-3400

FACT SHEET

The Rhode Island Accountability System

How We Measure School Performance
School Year 2015-16

This year's accountability system is in transition. This plan allowed us to adjust our accountability system and begin to pivot to the new ESSA law. This year's plan requires RI to calculate an accountability index for every school under an abbreviated set of measures; to identify Commended Schools, and schools In Good Standing; and to maintain our list of Priority and Focus Schools unless they met agreed upon exit criteria from that status. Because we are using an abbreviated system based on the second year of the PARCC assessment system, the 2015-16 index scores are not comparable to scores from previous years as the rules and procedures RIDE previously used to determine school classifications have changed.

Classification is based on three (3) metrics or measures of performance based on school level:

- Percent Meets Expectations (also called "Proficiency" for short), for ELA and Mathematics
- Performance Gaps (or "Gap-Closure"), for ELA and Mathematics
- Student Growth (or "Growth") – ELA and Mathematics for elementary and middle level only, and
- High School Graduation Rate (or "Graduation) – high school level only.

It is important to note that a school is classified at only one level (elementary, middle or high). As a general rule, this is the highest grade high the school includes and for which it has sufficient numbers to calculate the above metrics. If there are sufficient metrics in a different level other than the level containing the highest grade, then the school is classified under that level. A district is classified separately at each appropriate level. Therefore a district with grades K-12, would be evaluated at the elementary level, at the middle level and at the high school level.

Commended Schools

There are 22 Commended Schools. These schools represent 7.7% of schools in RI. They are:

District	School	2016	Consecutive Years Commended
BARRINGTON	BARRINGTON HIGH SCHOOL	Commended	
BARRINGTON	BARRINGTON MIDDLE SCHOOL	Commended	2 Years
BARRINGTON	HAMPDEN MEADOWS SCHOOL	Commended	
BARRINGTON	NAYATT SCHOOL	Commended	
BLACKSTONE VALLEY PREP	BLACKSTONE VALLEY PREP MIDDLE SCHOOL	Commended	
BRISTOL WARREN REGIONAL	ROCKWELL SCHOOL	Commended	5 Years
CHARIHO	HOPE VALLEY ELEMENTARY SCHOOL	Commended	2 Years
CHARIHO	RICHMOND ELEMENTARY SCHOOL	Commended	
CUMBERLAND	COMMUNITY SCHOOL	Commended	
EAST GREENWICH	ARCHIE R. COLE MIDDLE SCHOOL	Commended	3 Years
JAMESTOWN	JAMESTOWN SCHOOL-LAWN	Commended	
JAMESTOWN	JAMESTOWN SCHOOL-MELROSE	Commended	2 Years
JOHNSTON	BROWN AVENUE SCHOOL	Commended	2 Years
KINGSTON HILL ACADEMY	KINGSTON HILL ACADEMY	Commended	
NORTH KINGSTOWN	WICKFORD MIDDLE SCHOOL	Commended	
NORTH SMITHFIELD	NORTH SMITHFIELD HIGH SCHOOL	Commended	
PAWTUCKET	FRANCIS J. VARIEUR SCHOOL	Commended	
SCITUATE	CLAYVILLE ELEMENTARY SCHOOL	Commended	
SOUTH KINGSTOWN	PEACE DALE ELEMENTARY SCHOOL	Commended	2 Years
SOUTH KINGSTOWN	WAKEFIELD ELEMENTARY SCHOOL	Commended	2 Years
THE COMPASS SCHOOL	THE COMPASS SCHOOL	Commended	2 Years
TIVERTON	FORT BARTON SCHOOL	Commended	5 Years

How We Classify Schools

Accountability Design Weights			
Measure	Components	Elementary/ Middle	High School
Percent Meets Expectations	All Students - ELA	20	20
	All Students - Math	20	20
Gap Closure	All Students - ELA	15	15
	All Students - Math	15	15
Growth	All Students - ELA	15	n/a
	All Students - Math	15	
HS Graduation Rates	All Students	n/a	30
TOTAL		100	100

RIDE ranks schools by total point value, or Composite Index Score, to determine classifications:

Commended Schools have the highest index scores in the state and no achievement gaps; they are recognized because of either high performance or significant progress.

Focus Schools have the lowest point totals in the state (excluding Priority Schools) for Proficiency or Gap-closing, regardless of their index score.

Priority Schools have the lowest Composite Index Scores in the state. Schools previously identified as Persistently Lowest Achieving are also Priority Schools.

Average Achievement Levels

Rhode Island's Assessment and Accountability System is aligned to Common Core Standards that have been presented to districts to use as guides for assessment and curriculum development. For each of the reading, writing and mathematics assessments, students receive a scaled score. The scaled score is a numerical value that summarizes the overall level of performance attained by that student. Performance levels are the broad, categorical levels used to report student performance on an assessment that describe how well student(s) met the expectations for their grade level or course. Each performance level is defined by a range of scores for the assessment. There are five performance levels for PARCC assessments:

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

Students performing at levels 4, and 5 met or exceeded expectations, and have demonstrated readiness for the next grade level and, ultimately, are on track for college and careers.

For more information, contact:

[redacted]

[redacted]

The R.I. Department of Education does not discriminate on the basis of age, color, sex, sexual orientation, gender identity/expression, race, religion, national origin, or disability.

Appendix F 12:

Request for Proposals for New Student Seats

Rhode Island Charter Public Schools:

2017 Request for Proposals for New Student Seats

Office of College and Career Readiness

Rhode Island Department of Education

Release date:

March 29, 2017

For new charter student seats proposing to start opening in:

Fall 2018

RIDE | 255 WESTMINSTER STREET, PROVIDENCE, RI 02903

CONTACT: [redacted]

PR/Award # U282A170024

RHODE ISLAND COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

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RHODE ISLAND DEPARTMENT OF EDUCATION
Ken Wagner, Ph. D.
Commissioner

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Overview of Rhode Island Charter Schools:

In 1995, the Rhode Island General Assembly passed a law permitting teachers and school district personnel to establish new public schools. The law provided these schools some flexibility from district mandates, empowering teachers to innovate around school models and methods of instruction. Several years later, the state legislature amended the law, this time allowing for nonprofit organizations or Rhode Island colleges and universities to establish new public schools again with the goal of encouraging innovation and improvement in student performance. In 2008, another amendment passed enabling "mayoral academies," a unique type of charter school where mayors establish regional charter schools, with the ultimate goal of improving student outcomes and strengthening communities.

Though Rhode Island's charter schools have unique qualities, they share characteristics common among charter schools: They are free, independent, nonselective public schools of choice. Charter schools have flexibility and autonomy to devise curricula, choose instructional methods, and develop a mission that best meets the needs of students. The governing boards of charter schools are self-appointing and are typically independent from district governance, policies, and procedures. In exchange for these freedoms, all charter schools must improve student performance, operate a successful organization, and act as responsible stewards of public funds, according to the terms of a charter. Charters are issued by the Rhode Island the Council on Elementary and Secondary Education (the Council) to charter school boards and describe each school's academic and operational targets, which are the manifestations of the promises charter schools make to students, families, and the state of Rhode Island. Charter Schools are one strategy in a portfolio options to create high-quality seat opportunities for Rhode Island's students.

Charter schools in Rhode Island currently serve over 7,000 students (about 5% of the public school population) in grades K-12. The majority of Rhode Island charter schools are in urban areas, but charter schools exist throughout the state, and enroll student populations as different and diverse as our communities.

Overview of this Request for Proposals:

Background:

Rhode Island's Charter School *2017 Request for Proposals for New Student Seats* sets forth the criteria and expectations for applicants wishing to create high quality educational opportunities for Rhode Island's students – either through starting a new charter or expanding an existing charter. The Rhode Island Department of Education (RIDE) will accept and evaluate all proposals, and recommend to the Council those proposals that are likely to result in high quality educational opportunities. The Council has final authority to approve proposals. Proposals for expansion are treated as a major amendment to an existing charter.

Priority for Educationally Disadvantaged Students:

RIDE will prioritize proposals that focus on increasing the number of high-quality education options for educationally disadvantaged students: economically-disadvantaged students, students with disabilities, and/or English learners.

Navigating this Document:

To help provide consistency and clarity for charter applicants, RIDE streamlined the 2017 authorization process for new and expanding charters into one centralized document. This enables RIDE to provide key information to all applicants, while also differentiating the questions and depth of information needed based on the circumstances of each type of proposal. To help applicants navigate this document, RIDE has broken down the required questions for each proposal narrative section based on three different proposal types:

Proposal Type	Proposal Description
New Charter	A proposal that will result in a brand new charter.
Standard Expansion	A proposal for expansion in total enrollment for an existing charter, less than both 25% of current enrollment and 100 students, with no material changes to the charters' grade levels, enrollment catchment area, nor the addition of a new school.
Material Expansion	A proposal for an expansion for an existing charter that will result in any of the following: a) an increase of enrollment at least 25% of current enrollment or 100 students; b) changes to the charter's grade levels; c) changes to the charter's enrollment catchment area; and/or, d) the addition of at least one new school.

All information required of applicant teams can be found in each section of the proposal narrative. There are sections for new school proposals, standard, and material expansions. Some sections may only require information for a specific charter proposal type (ex: new charter proposals only). Appendix D provides a checklist of sections that are required for each type of proposal. If a question is required for your proposal type but is not directly applicable to your proposal, please explicitly state the reason in your narrative.

Throughout this document, links, and notes are provided to assist applicant teams. Other guidance documents can be found on the RIDE website. These materials do not attempt nor profess to provide

guidance on every federal, state, and local law or regulation that is applicable to charter schools. The charter school is responsible for submitting new seat proposals that are in compliance with all appropriate laws and regulations. As teams work to complete new seat proposals, please feel free to reach out to RIDE with questions.

Also, please note that these proposal types only differentiate the responses that applicants are required to provide, and does not differentiate the public comment or local impact analysis process.

Appendices:

RIDE has included the following appendices at the end of this document to assistant applicant teams with completing and submitting their proposal.

Appendix	Appendix Description
Appendix A: Required Proposal Narrative Attachments	Provides an overview of all of the attachments required to be provided by each proposal type in addition to the proposal narrative.
Appendix B: Additional Charter Type Proposal Requirements	Provides an overview of the additional application requirements for each applicant based on the type of charter in the proposal (district, independent, or mayoral).
Appendix C: Definition of Terms	Provides an glossary of key terms used through this document.
Appendix D: Proposal Checklist	Provides an overview of the required sections of the proposal narrative that each applicant must complete based on the proposal type.

Proposal Review Process and Timeline:

The proposal review process and timeline consists of 4 key sections: 1) the application process; 2) public comment; 3) proposal evaluation; and, 4) the Council's consideration. Below RIDE has provided detailed information on the components and deadlines for each of these process sections.

Application Process

Technical Assistance Sessions *(Spring 2017)*

RIDE will provide support to prospective applicant teams in the Technical Assistance Sessions. The objective of these Technical Assistance Sessions is to provide clarity and support regarding the application process and criteria. The dates for the sessions will be determined after the release of this application to the RIDE website and will occur no later than a month prior to the submission deadline.

Prospective applicant groups interested in Technical Assistance Sessions should e-mail [redacted] notify them of their interest, as well as topics they'd like covered during the Technical Assistance Sessions. RIDE will notify all prospective applicants of when the Technical Assistance Sessions are scheduled, and will post the time, date, and location of these sessions on RIDE's website.

Submission Deadline *(June 23, 2017)*

Proposal submissions are due on June 23, 2017. Please see Deadlines and Submission Instructions for more information on how to submit a proposal. Any proposal received after the deadline will be rejected.

Completeness Check *(June 30, 2017)*

RIDE will conduct a completeness check of all proposals received by the June 23, 2017 deadline. Applicant teams with incomplete proposals will be notified of outstanding item(s). Any RIDE-identified outstanding item is due no later than June 30, 2017. RIDE reserves the right to reject substantially incomplete requests or request additional information or revisions after June 30, 2017. RIDE will notify all charter schools seeking new seats of their completion status once verified.

Proposals Posted Publicly *(July 7, 2017)*

All satisfactory and completed proposals will be posted to the RIDE webpage.

Public Comment Process

Providing Written Public Comment to RIDE *(July 7, 2017 – November 1, 2017)*

The public will be invited to provide written public comment on the completed charter proposals once published on RIDE's charter website starting on July 7 and lasting through November 1. Comments may be submitted by e-mail to [redacted] to RIDE at 255 Westminster Street Providence, RI 02903 or at public hearings, scheduled by RIDE. The public may also provide public comment at public hearings (see below for more information).

Providing Local Impact Analyses to RIDE *(July 7, 2017 – August 25, 2017)*

Any applicant, school district, elected official, government entity, or research institution (including, but not limited to post-secondary institutions) may provide a written local impact analysis statement directly to RIDE by August 25, 2017. This local impact analysis statement may choose to comment on a proposal's: a) fiscal impact on a city or town; b) programmatic impact on the sending school district; and/or, c) the educational impact on the students in the district. These local impact analysis statements may be submitted by e-mail to R[redacted] or by mail to RIDE at 255 Westminster Street Providence, RI 02903. There is no specified format for local impact analyses.

Public Posting of Local Impact Analyses *(September 1, 2017)*

For each proposal, RIDE will publicly post on its website on September 1, 2017 both RIDE's local impact analysis as well as all received local impact analyses. The public may choose to review and incorporate these local impact analyses into their public comments that they provide in written format to RIDE or via public comment hearings.

Public Comment Hearings *(September 1, 2017 – November 1, 2017)*

RIDE will also post no later than September 1, 2017 a schedule for public hearings for each charter proposal. RIDE will conduct at least two (2) public hearings to be held in the community where each proposed charter school is to be located.

Proposal Quality Evaluation Process

Overview of Proposal Quality Evaluation *(July – November 2017)*

In addition to evaluating public comment and the local impact analysis, RIDE will also conduct an evaluation that focuses on the quality of the submitted proposal. For proposals that will result in a new school (either through a new charter or a material expansion containing a new school), RIDE may, consistent with nationally recognized best practices, seek additional external capacity. This review process will include a capacity review for all applicants and feedback regarding the quality of the proposal against RIDE-established standards. This review will focus on evaluating the quality of the proposal and include an interview.

Capacity Interview *(October 2017)*

All applicants will participate in a capacity interview as part of the proposal quality evaluation process. The capacity interview is an in-person interview designed to yield further detail about the applicants' plan and their capacity to implement the plan. The capacity interview will focus on standards that the proposal evaluators have identified as not yet having been met by the applicant team. To help applicant teams prepare for the capacity interview, RIDE will provide each applicant team a draft proposal quality evaluation at least a week prior to the capacity interview.

RIDE will work with each applicant team to schedule the interview as early as possible. For new charter proposals, the proposal's leadership team and founding board members are all expected to participate in the interview. For expansions, the charter's leadership team should invite board members and

additional staff as appropriate.

Final Quality Evaluation and Response *(November 2017)*

After the capacity interview, RIDE will update and share with applicants the final proposal quality evaluation. The final proposal quality evaluation will focus solely on the quality of the proposal and is not reflective of the commissioner's final recommendation as it does not incorporate an evaluation of the local impact or public comment. Applicant teams will be invited to submit a two-page response to the evaluation addressed to the Commissioner. This response will be reviewed prior to finalizing the Commissioner's recommendation.

Step 4: Recommendation, Vote and Approval

Commissioner's Recommendation *(November 2017)*

The Commissioner recommends for approval those proposals most likely to result in increased expansion of high-quality educational opportunities for Rhode Island's students. The Commissioner's recommendation will be informed by, but not be limited to, RIDE's review of: 1) the quality of the Request for Proposal for New Charter Seats; 2) evidence of community need and support; 3) if applicable, the school's proven track record of achievement and success; 4) the school's operational plan; and 5) the impact on the sending school district(s) and all students, cities, and towns involved. The Commissioner will provide the final recommendation to each applicant prior to making the recommendation public to the Council.

Council Vote of Approval *(December 2017 – Spring 2018)*

The Commissioner will bring all proposal recommendations to the Council for consideration in December. For new charter proposals, an affirmative council vote will serve as preliminary approval. New charter proposals will then enter a readiness period conducted by RIDE and be brought back to the Council for consideration of final approval in Spring 2018. For expansion, an affirmative council vote will serve as the authorization to amend the charter to enable the proposed expansion.

Proposal Submission Instructions:

The deadline for receipt of all proposal materials is **5:00PM, June 23, 2017.**

Incomplete requests or materials received after the final deadline will not be considered.

Format: The Proposal for New Seats should apply the following:

- ☐ One-inch margins
- ☐ 12-point font
- ☐ Double-spaced
- ☐ A table of contents that references all components
- ☐ Page numbers (including on attachments)
- ☐ 50 pages, maximum
  - Excludes cover page, table of contents, and attachments
  - Please use clear, concise language
  - RIDE understands that some charter schools will not use all 50 pages as the length and depth of the request will mirror the scale of expansion. For instance, a request to add a grade level at an existing school might differ significantly from a request to add a new school and become a network charter school.
- ☐ Use footnotes for all references and citations. All excerpts must be cited.
- ☐ All submissions must be proofread

- ☐ **All complete submissions will be available to the public and posted on the RIDE website.**

Submission: Applicant teams must submit the following:

- ☐ one (1) electronic PDF file (with completed and scanned signature page)
- ☐ one (1) original hard copy, bound, with original signatures

Any appendices and attachments should be integrated within the bound hard copy and within a single PDF file. Please do not mail or email components separately.

Hard copies should be mailed to:
Office of College and Career Readiness
Attn: Stephen Osborn, Chief for Innovation
Rhode Island Department of Education
255 Westminster Street
Providence, RI 02903

PDF files should be emailed to:
[redacted]

I. Cover Sheet

The following cover sheet should be used for all Requests for Proposals for New Student Seats:

Name of Charter:

Charter Type:

Location of Charter School:

Location of Additional Schools (if applicable):

Enrolling Communities:

Primary Contact:

Role with Charter Public School:

Address: **Phone:**

City/State/Zip: **Email:**

Charter	Grade Levels Served	Enrollment	Communities Served
AY 17-18 for current charter (expansions only)			
AY18-19 for proposed new or expanded charter			
AY22-23 (5-years) for proposed charter			
Proposed new or expanded charter at-scale			

Signature of Board Chair:

Print Name:

Date:

Position/Title:

Signature of School Leader:

Print Name:

Date:

Position/Title:

II. Executive Summary

About this section:

The executive summary, together with the application cover sheet, should provide an accurate and succinct overview of the proposal. These documents may be shared directly with the press and other stakeholders once the proposal is deemed complete and posted publicly for review and comment. Provide an executive summary, *no more than two pages in length*, which summarizes your charter proposal. The executive summary should not contain new information or content that is otherwise not included in the proposal narrative and attachments.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The proposal executive summary should include:

- A mission statement
- The need for establishing the charter
- The goals of the school
- A description of the individuals who comprise the applicant group
- An overview of the school's educational program
- A description of any unique features of the program and mission-specific areas of focus
- An overview of the school's governance and management structures
- A discussion of teaching at the school, including support and supervision for teachers
- An overview of the organizational plan, including any relationships with organizations that will be major partners or providers such as school districts, charter management organizations, or colleges and universities
- A summary of what the school ultimately hopes to accomplish.

BOTH STANDARD AND MATERIAL CHARTER EXPANSIONS – REQUIRED INFORMATION:

The proposal executive summary should include:

- An overview and rationale for the requested expansion
- An explanation of how the expansion will support the charter's existing mission statement
- A description of community need and support for the expansion
- A description of the school's past track record of sustained high performance as it relates to the goal of the original charter
- A description of how the expansion will impact or require key changes in the charter's educational program
- A description of the student demand for the requested expansion
- A description of how the charter will adjust its organizational capacity to accommodate the demand
- A description of key financial implications for the charter as a result of the expansion.

III. Mission Statement

About this section:

A mission statement should be inspiring yet attainable. Stakeholders who read the mission statement should be able to know if and when the mission is being achieved; progress should be measurable. Abstain from using clichés, jargon, and technical terminology.

A mission statement should clearly and concisely communicate the core purpose of your proposed charter school. It should answer the following questions: What will your school provide? To whom? How (using what methods)?

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The proposed mission statement should:

- Identify a mission statement for the proposed school that is meaningful, manageable, and measurable.
- Provide a brief analysis of the mission statement that discusses the specific words selected to convey the mission.

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

No information required as standard expansion proposals should not materially change a charter's mission.

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

The proposal mission statement should:

- Identify and explain changes (if any) to the school's mission statement as a result of the requested expansion.
- Explain how the charter's proposed expansion will support and sustain the school's mission.

IV. Proposed New Student Seats & Enrollment

About this section:

All charter proposals should result in new student seats that will provide high-quality educational opportunities. In this section, proposals should describe the anticipated student growth as a result of the charter proposal, as well as a compelling rationale for the proposed growth.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The charter proposal should:

- Provide a table indicating student enrollment expectations for the first charter term and then beyond. Include in the table the number of students in each grade by year, and by school site (if more than one). If the proposed expansion results in a network charter or the expansion of a network charter, then a table should be included for at least: a) the entire network charter; and b) each individual network charter school affected by the expansion.

  Please see a sample enrollment table below:

School Year	Grade Levels Served	Total Enrollment	School Districts
2018/19			
2019/20			
2020/21			
2021/22			
2022/23			

- Provide a clear rationale for the school's growth plan that contemplates the benefits and challenges of enrolling more or less students per year.
  - Explain in detail the rationale for selecting this particular school size.
  - Discuss assumptions regarding student attrition and the school's plan to replace students if/when spots are vacated.
- Summarize the school recruitment process and explain how the school and its program will be publicized and marketed throughout the community to a broad cross-section of prospective students including to families traditionally less informed about school options.
- Describe an enrollment process that includes a plan for a public lottery, including any weights or special design considerations, and is open, fair, and in accordance with the charter school statute and regulations.

MATERIAL AND STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

The charter proposal should:

- Provide a description of the charter school's expansion plan. This description should include an overview and timeline for the following, as applicable:
  - Total enrollment
  - Grades served
  - Addition of a school district(s) to the catchment area; and/or
  - Additional schools within a charter school network.

- Provide a rationale for why the charter school is requesting the above expansion. This rationale should include, but not be limited to:
  - Why the charter school is requesting this particular school size; and
  - Why the charter school is requesting the expansion at this specific moment in time.

- Provide a description of the target student population for the expansion and how the requested expansion will enable the charter school to better serve educationally disadvantaged students

- Include an enrollment table, as an attachment, that reflects the requested expansion.
  - The enrollment table should start with the 2017-18 school year and include as many years as necessary for the school to reach its maximum proposed enrollment.
  - The enrollment table should include: grades levels served, total enrollment, and school districts served.
  - If the proposed expansion results in a network charter or the expansion of a network charter, then a table should be included for at least: a) the entire network charter; and b) each individual network charter school affected by the expansion.

Please see a sample enrollment table below:

School Year	Grade Levels Served	Total Enrollment	School Districts
2017/18 (Current)			
2018/19			
2019/20			
2020/21			
2021/22			
2022/23			

V. Goals

About this section:

Goals are the manifestation of the promises a charter school makes to students, families, and the state of Rhode Island. In this section, applicants will describe the goals of the proposed charter school. As part of the new charter framework, RIDE will work to create school specific goals for new and existing charters. Each goal should indicate a specific target to be met, using a specific metric within a certain time period. Each charter school also has the opportunity to develop mission-specific goals and measures that evaluate the unique qualities of individual schools.

Charter schools in Rhode Island are held to common measures of academic, financial and organizational performance. Specifically:

- Student Academic Performance
- Financial Viability and Sustainability
- Organizational Quality
- Legal and Regulatory Compliance

Student academic performance is most important in annual performance reviews and renewal decisions. Rhode Island's statewide accountability system will form the basis of student academic performance reviews and applicants should demonstrate an understanding of how schools in Rhode Island are measured and held accountable. As the state transitions under ESSA, these measures will also change.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The proposed goals should:

- Provide **at least three** goals that may be used to assess academic progress of students. One goal should be based on outcomes related to the current statewide accountability system. Two additional academic goals should enable a deeper understanding of academic progress in core areas, and/or in subjects not currently tested using statewide assessments, and/or in grade levels not currently assessed using statewide assessments.
- Provide **at least two** goals that may be used to evaluate the *mission* of the proposed school (e.g. college course completion, progress relative to established competency standards, industry certifications, language acquisition, completion of portfolios, completion of artistic projects, etc.).
- Provide **at least two** additional goals that may be used to evaluate the *organizational strength* of the proposed school.
- Provide any additional goals or targets the applicants wish to propose to evaluate performance of the proposed school.

If issued preliminary approval, school representatives and RIDE will meet to develop a Final Charter prior to final approval. At that point in time, RIDE and the school will work together to determine which goals included here (or refined versions of them) will be included directly into the school's Accountability Plan.

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

This section should include:

- Describe the charter school's current progress towards successfully meeting the charter's goals.
- For each goal that the charter school is not on track to meet, describe the strategy(ies) that the school has implemented to address the respective deficiency. Please provide a rationale for why the charter school selected this strategy(ies) and the respective results so far.

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

This section should include:

- Describe the charter school's current progress towards successfully meeting the charter's goals.
- Reflect upon the underlying factors that have contributed towards the charter school's current progress (both positive and negative) towards meeting their goals.
- For each goal that the charter school is not on track to meet, describe the strategy(ies) that the school has implemented to address the respective deficiency. Please provide a rationale for why the charter school selected this strategy(ies) and the respective results so far.
- Describe how the requested expansion will impact the charter school's goals. This description may include a proposed updating of charter goals that reflects the scale of the requested expansion. (For example, schools expanding to additional grades may require updated or new goals, while schools simply increasing enrollment in an existing grade level may need no revision of their goals.)

VI. Community Need and Support

About this section:

This section should communicate why the applicants are proposing to open new charter school seats for this particular community or communities, and how the school will become a part of the wider community. Applicants proposing enrollment areas not tied to city or district boundaries (e.g. statewide catchment area, virtual programs, etc.) must still consider how the following prompts apply to the school structure they are proposing.

All proposals may optionally provide evidence of community support as an attachment. Evidence of community support may include, but is not limited to: letters of support from community stakeholders, evidence of parent demand for the requested expansion, and official written support by the town or city Councils from sending districts (as defined by RIGL § 16-77-5.1.c).

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The proposal's community need and support should include:

- A description of the community or communities from which the proposed school intends to draw students, including community demographics.
- A description of the target student population, especially in the context of the priority to serve educationally disadvantaged students.
- A specific rationale for selecting this particular community, and highlight how the proposed school will enhance or expand opportunities already available within this community. Strong responses will go beyond an analysis of state test scores or a general argument for school choice.
- A discussion of the degree to which the applicant group has consulted with community members, including the strategies used to solicit community input regarding the educational and programmatic needs of students.
- A description of the extent to which community members will continue to be engaged during future planning and operations of the school, and the nature and extent of any ongoing involvement in the governance and/or operations of the school.
- A description of the extent to which community partners or relationships will create opportunities for students and support the mission and success of the school.

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION

The proposal's community need and support should include:

- description of how the proposed expansion will help support each respective community.
- discussion of the degree to which the charter school has engaged community members regarding the proposed expansion.

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

The proposal's community need and support should include:

- A description of how the proposed expansion will help support each respective community that the charter serves.
- An explanation of the degree to which the charter school has engaged community members regarding the proposed expansion.
- A description of how community members are currently involved in the existing school and how that involvement will be sustained upon expansion. This description should include the nature and extent of any ongoing community involvement in the governance and/or operations of the school.

VII. Educational Program (New Charter Proposals)

About this section:

A clear and focused vision for an educational program is crucial to the success of a charter school proposal. Responses to the following prompts should inspire confidence and describe how your educational program will serve the needs of all students. RIDE recognizes that the educational program submitted for a new charter proposal will substantially differ from existing charters with a track record of academic performance. This section pertains specifically to new charter proposals. The following section will apply specifically to expansion proposals.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The educational program should include:

VI(A). Guiding Principles

A charter school's guiding principles should define a set of core beliefs and values that forms the basis for the rest of the program, including the pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal-setting. The principles should be informed by research, experience, and proven practice.

- List the guiding principles of the charter school.
- Define or clearly explain each of the guiding principles. Discuss the research and experiences that have informed the formation of these guiding principles.
- Include examples of how each principle will translate into actions and decisions at your proposed school**.**
- Provide examples of role models–schools, programs, or individuals–who are succeeding using related principles under similar conditions.

VI(B). Curriculum and Coursework

Rhode Island's charter schools have the freedom to choose and/or develop curricula and courses of study that best serve the diverse needs of the student population and reflect the mission of the school. In this section, reviewers should be provided with a comprehensive sense of the breadth and depth of the program, including how curriculum and coursework will align across grade levels. Regardless of whether the curriculum is purchased, previously developed, or internally developed, it must be clear that it will be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards.

In a table organized by grade level, outline the course of study/ course offerings at the school. Include core academic subjects as well as special, elective, alternative, and other coursework.

Provide a narrative that further explains the course of study and curriculum at the school. Include sufficient detail in areas of study that are specific to the mission of the school (e.g. engineering, arts, etc.). If decisions have not yet been made in certain areas of the curriculum, please explain how decisions

will be made at a later date.

- Make a strong case in support of the curriculum. What research, experiences, and best practices support this curricular plan? Be sure to underscore how the course of study expands upon or enhances what is currently available to students.
- Note which standards are guiding decisions around curriculum, and provide an assurance that curriculum will align with appropriate standards.
- Describe how the school will manage the development, evaluation and refinement of curriculum over time.

VI(C). Learning Environment and Pedagogy

Please explain how specific instructional methods will ensure that your academic program is accessible and appropriate for all students at all levels. Focus on your target student community. Be sure to specify how these instructional practices will work to close performance gaps.

- Describe examples of classroom environments for students at your proposed school. Include details around class size, class structure and classroom layout, differentiated by grade or subject as applicable.
- Describe several instructional methods and techniques that will be used to deliver the curriculum. Specify which instructional methods would remain consistent across subjects or across grade levels. Alternatively, discuss how instructional methods might differ by subject or as students grow.
- Make a case in support of these instructional methods. How will these methods work to accelerate student achievement? What research, experiences, and best practices support these decisions?

VI(D). Specific Populations

Charter schools are nonselective public schools and must be prepared to enroll and serve all students, including struggling students, gifted students, students with disabilities, students learning English, and students with other diverse learning needs.

The general education classroom needs to be an environment which is responsive to the educational needs of all children. A continuum of services must also be available through the school so that all students can participate fully in the educational program and mission of the school. This section of the application should describe the school's programs and services, and how they will be implemented within the context of the proposed school. The applicant should consider the stated target population and priority to serve economically disadvantaged students, students with disabilities, or limited English proficient students (also referred to as English learners or English language learners).

1. For struggling students:

- Describe how the proposed school will define and identify which students are struggling.
- Describe the intervention strategies that will be used for struggling students.

2. For students learning English:

Information on the laws, regulations, and best practices relating to students learning English.

- Demonstrate an awareness of the rights and appropriate expectations for students learning English. Acknowledge which laws and regulations govern the standards and services for these students, and provide an assurance that your proposed school will comply with all applicable laws and regulations.
- Describe the procedures that the proposed school will use to identify students who are learning English.
- Discuss the English language (EL) instructional program that the school will employ for its ELs, examples of its effectiveness, and/or the research base that supports it. Explain when and where EL services will be provided, within the confines of the schedule.

3. For students with disabilities:

Information on the laws, regulations, and best practices relating to students with disabilities.

- Demonstrate an awareness of the rights and appropriate expectations for students with disabilities. Acknowledge which laws and regulations govern the standards and services for these students, and provide an assurance that your proposed school will comply with all applicable laws and regulations.
- Describe procedures that the proposed school will use to identify students with disabilities. Be sure to address how the school will ensure students are not inappropriately diagnosed.

4. For gifted or advanced students:

- Provide a clear rationale for how the school will define and identify students as gifted or advanced.
- Describe resources, methods, and services (including personnel) that will be provided to gifted or advanced students. Include research and other evidence that support this approach.

VI(E). Assessment System

Charter schools are expected to develop a comprehensive assessment system. A comprehensive assessment system will include (but should not be limited to) state assessments, and serves as a structure for how teachers and administrators will measure what students know and are able to do from attending your school. A comprehensive assessment system should measure the academic progress of individual students, cohorts of students over time, and the school as a whole, and will provide information to a variety of stakeholders about whether the school is an academic success.

- Discuss several of the questions your school will seek to answer or track progress through its assessment system.
- Describe the types of assessments that will be used at the school. Organize the discussion by content area and grade level.
- Discuss what will happen with assessment results once collected. How the data be used, and by whom?

VI(F). Promotion and Graduation Policy

- Explain the proposed standards for promoting students from one grade to the next. Include in the description any provisions related to retention of students. For high schools, include any school-specific graduation requirements.

- Address how the school will inform parents about promotion and graduation decisions.

VI(G). School Culture

This subsection prompts applicants to describe what will foster and maintain a healthy school culture and environment for the benefit of the whole school community. It also asks applicants to discuss the character skills and behaviors that will be valued at the school.

- Include a compelling description of the culture at the school, and how the culture and climate of the school is related to student outcomes and expectations.
- Provide a description of the strategies that will be used to establish the desired school culture and/or climate, including the research, experiences, and other evidence that informs these decisions.
- Provide plans for maintaining a safe and orderly environment, including behavior management and discipline procedures. These plans must be supported by research and evidence from experience and best practices.
- Provide an assurance that the applicants will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a special education discipline policy.

VII. Educational Program (Expansion Proposals)

About this section:

A clear and focused vision for an educational program is crucial to the success of a charter school proposal. Responses to the following prompts should inspire confidence and describe how your educational program has served the needs of all students. RIDE recognizes that the educational program submitted for a new charter proposal will substantially differ from existing charters with a track record of academic performance. This section pertains specifically to charter expansion proposals. The previous section pertains specifically to new charter proposals.

About track records of academic performance:

Schools seeking to expand their charter must have a clear track record of successfully providing quality educational opportunities to their students. RIDE will review all available data to evaluate whether not a charter has a clear track record of success. This evidence will definitively include an analysis of the charter's performance on the statewide accountability system. A clear track record should not include any significant deficiencies in student performance on the statewide accountability or charter school performance review systems.

In addition, charters may provide additional evidence of performance against school specific goals to support the statewide accountability system results in determining whether a school has a track record of success. While RIDE will review all available data in evaluating a school's track record, RIDE will heavily consider the most recent year of student achievement data as the clearest indicator of a school's current ability to provide future quality educational opportunities.

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

Proposals for charter expansion should:

- Describe the charter school's proven track record of sustained high performance that provides confidence that, when taking the requested expansion into account, the school will be able to meet its proposed academic goals.
  - The description should combine performance data with a compelling narrative that indicates that the charter school will sustain its track record of high performance throughout the proposed expansion.
  - This description should include, at a minimum, an analysis of reading and math proficiency data from state assessments, as well as progress from internal assessment data.
  - Charter schools that are part of a national charter management organization must include the track record from their Rhode Island schools, but may also include the track record of performance from the entire charter management organization.
- Identify and describe the specific practices of the charter school that have enabled it to sustain high academic achievement. This description should include how the charter school will ensure that key elements of the program are kept intact and/or strengthened for all students as it expands. Charter schools may consider (but are not limited to):

- Providing a detailed examination of the school's guiding principles, pedagogy, and other practices to date, and a compelling rationale for why the charter seeking an expansion believes these practices have yielded strong student outcomes.
- Including a detailed description of how the school will continue to implement and build upon these practices with all new and existing students.

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

Proposals for charter expansion should:

- Describe the charter school's proven track record of sustained high performance that provides confidence that, when taking the requested expansion into account, the school will be able to meet its proposed academic goals.
  - The description should combine performance data with a compelling narrative that indicates that the charter school will sustain its track record of high performance throughout the proposed expansion.
  - This description should include, at a minimum, an analysis of reading and math proficiency data from state assessments, as well as progress from internal assessment data.
  - Charter schools that are part of a national charter management organization must include the track record from their Rhode Island schools, but may also include the track record of performance from the entire charter management organization.
- Identify and describe the specific practices of the charter school that have enabled it to sustain high academic achievement. This description should include how the charter school will ensure that key elements of the program are kept intact and/or strengthened for all students as it expands. Charter schools may consider (but are not limited to):
  - Providing a detailed examination of the school's guiding principles, pedagogy, and other practices to date, and a compelling rationale for why the charter seeking an expansion believes these practices have yielded strong student outcomes.
  - Including a detailed description of how the school will continue to implement and build upon these practices with all new and existing students.
- Identify and describe how the requested expansion will result in substantial changes for each of the following categories:

Category:	Requirement:
Guiding Principles	Identify and describe any changes to the set of core beliefs and values that forms the basis for the rest of the program, including the pedagogical approach, curriculum decisions, assessment practices, school culture, and academic and organizational goal-setting. The principles should be informed by research, experience, and proven practice. For each new principle, include examples of how each principle will translate into actions and decisions at your proposed school.

Curriculum and Coursework	In a table organized by each new grade level, outline the course of study/ course offerings at the school. Include core academic subjects as well as special, elective, alternative, and other coursework. Provide a narrative that further explains the course of study and curriculum at the school. Include sufficient detail in areas of study that are specific to the mission of the school (for example, engineering, arts, etc.). If decisions have not yet been made in certain areas of the curriculum, please explain how decisions will be made at a later date. Describe how the school will manage the development, evaluation, and refinement of curriculum over time.
Learning Environment and Pedagogy	Describe how any changes to the charter school's learning environment and pedagogy for the new proposed grades will ensure that your academic program is accessible and appropriate for all students at all levels. Changes may include, but are not limited to, classroom environment/structure and instructional methods/techniques. If decisions have not yet been made in certain areas of the learning environment and pedagogy for certain grades, please explain how decisions will be made at a later date.
Specific Populations	Describe any changes to the charter school's approach, for the new proposed grade levels, to identifying and serving: struggling students; English learners; students with disabilities; and gifted or advanced students.
Assessment System	Describe any changes to the charter school's comprehensive assessment system for the new proposed grade levels. This description should include the type of assessments that will be used by the school for the new grade levels, organized by content area. If decisions have not yet been made in certain areas of the comprehensive assessment system for certain grades, please explain how decisions will be made at a later date.
Promotion and Graduation Policy	Describe any changes to the charter school's promotion and graduation policy for the new proposed grade levels. For schools expanding into high schools for the first time, include any school-specific graduation requirements. If decisions have not yet been made in certain areas of the school's promotion and graduation policy for certain grades, please explain how decisions will be made at a later date.
School Culture	Describe any changes to the charter school's strategies to foster and maintain a healthy school culture. These changes may include, but are not limited to, behavior management and discipline procedures. For each change, provide a description of the strategy that will be used to establish the desired school culture and/or climate, including the research, experiences, and other evidence that informs these decisions. If decisions have not yet been made in certain areas of school culture for certain grades, please explain how decisions will be made at a later date.

VII. Organizational Capacity (New Charter Proposals)

About this section:

Charter Schools must consider the necessary strategies and potential impact for governance and personnel to ensure that they may successfully implement their educational plan. RIDE recognizes that that the organizational capacity needs differ for new charter proposals compared to expansions of existing charters. Therefore, the following section focuses specifically on new charter proposals. The subsequent Section IX. Organizational Capacity will follow dedicated for expansions.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

New charter proposals should address the following information in their proposal.

VIII(a): Establishing Persons or Entities

Only certain persons or entities are eligible to establish charter schools in Rhode Island, as identified in RIGL § 16-77.2, 16-77.3, or 16-77.4. Please provide information on the person or entity that is establishing this charter school.

Proposals are required to:

- Discuss the mission of the establishing person or entity and how their mission aligns with that of the applicant group.
- Describe any affiliations between members of the applicant group and the establishing person or entity (e.g. prior or current employment, family member, membership on board of trustees).
- Describe the role the establishing person or entity will play if the school is approved.

REQUIRED: Signature from person or representative of establishing entity on Application Cover Page.

VIII(b): Applicant Group

Strong, successful applicant groups are diverse in background and experience. Strong applicant groups should exemplify the core competencies, skills, and levels of experience required to successfully start and operate a charter school. If the proposed school has a unique mission, or is proposing to create a specialized program, the applicant group should clearly reflect an ability to fulfill that mission or program. All members of the applicant group will be expected to participate in a capacity interview as a part of the proposal review process.

- Provide a list of individuals that comprise the applicant group, along with brief biographical descriptions.
- Describe how the applicant group was formed and the relationship of its members to each

other.

- Describe each applicant group member's role in crafting the proposal, and the role each intends to fill, if any, in the school if approved.

REQUIRED: Signature of applicant group member on Application Cover Page

REQUIRED ATTACHMENT: resumes for all members of the applicant group.

VIII(c): Board Development and Duties

Charter school boards must be equipped to oversee the academic performance of the school and ensure organizational sustainability, including oversight and management of public funds. Charter school boards must be comprised of individuals who have the background and skills to handle decisions on a range of issues, all of which impact the success of the charter school. In return, charter school boards have the autonomy to govern new innovative public schools that change the way students are educated in Rhode Island.

RIGL § 16-2-9 describes the general powers and duties of Rhode Island school committees. Charter school boards share many of these responsibilities. They must comply with the requirements of RI Open Meetings Law (16-42-46) and the regulations of the RI Ethics Commission.

- Provide an assurance that the board will comply with all applicable laws and regulations.
- Describe a process for board member recruitment, review, and election to the charter school board that acknowledges the skills required to successfully govern a charter school.
- Provide a table that includes a list of board positions, the individuals who have committed to serving on the school's board, and the position or role they intend to play. In places where board positions have not yet been filled, please write "vacant" and describe what type of person would best fit that position (e.g. parent, legal expert, etc.)
- Discuss any affiliations between proposed board members and:
    - o persons or entities establishing the school
    - o comprehensive management providers or partners
    - o other contractors or consultants who may provide services to the proposed school
    - o each other
- Describe the process by which the board will oversee academic performance.
- Describe the process by which the board will oversee school finances.
- Describe the process by which the board will hire a school leader.
- Describe the process by which the board will hold school leader(s) accountable.
- Describe the process by which teachers and parents can challenge decisions of the board.

REQUIRED ATTACHMENT: draft bylaws

REQUIRED ATTACHMENT: résumés of proposed board members

VIII(d): Staffing Plans

- Provide an organizational chart (graphic) for the school, and a brief narrative explaining the chart. The chart should describe the reporting structure and relationships of the school's leader, other administrators, teachers, specialists, and other staff members.
- Provide a staffing chart that includes each position and quantity of staff for each year of a five-year charter term. Be sure that the staffing chart responds to all requirements for providing services to students, including special education administration and health program duties. Note any assumptions that were made about the student population to construct this staffing plan.

NOTE: Please ensure that staff titles/descriptions are consistent throughout the proposal.

VIII(e): Leadership

- Attach a job description for the school's leader. The job description should include a thorough description of the required core competencies, desired skills, expectations, and duties of the school leader.
- If the proposed school board has already selected a proposed school leader, please include a resume and a description of the recruitment process. If the board has not yet committed to a school leader, discuss how the applicant group/board will recruit and select a school leader.
- Provide brief job descriptions of administrators, directors, and other support personnel that comprise the administrative team (including academics, finance, operations, recruitment, parent coordinator, etc.).

- Provide information on the terms and conditions of employment and the qualifications that the employees must meet, including certification.
- Discuss the process by which deputies and directors will be evaluated.

<u>REQUIRED ATTACHMENT</u>: school leader job description

<u>VOLUNTARY ATTACHMENT</u>: resume of proposed school leader

VIII(f): Teachers

Strong proposals will give considerable attention to teachers, including the factors that influence and support high-quality teaching and the skills and characteristics of teachers that will be successful at the proposed school. Strong responses will draw a clear and convincing picture of how the proposed school will support and supervise its teachers.

- Describe the specific qualities and characteristics that will be sought in teachers at the proposed charter school, and explain the link between the desired characteristics and the mission and educational program of the school.

- Describe a comprehensive process of teacher recruitment and selection.
- Provide information on the terms and conditions of employment and the qualifications that the employees must meet, including certification.
- Describe the teaching program of typical teachers. Indicate how many hours they will be in class and what other responsibilities they will have.
- Discuss strategies the school will employ to retain high-performing teachers.
- Describe what structures will exist within the typical school week will be implemented to provide teachers with professional development and supports.
- Explain how teachers will be evaluated.
- Describe how the school will support teachers, including how the school will determine the professional development needs and what opportunities will be available.
- Discuss the nature and extent of involvement of teachers in the governance and operations of the proposed school.

VIII(g): Management Organizations and Other Essential Partners

This subsection is designed to elicit information about comprehensive management providers or other contracted partners whose unique relationship and services to the school will be integral to the operations of the school, such that the charter school's mission, educational program, governance or management structure would fundamentally change if the relationship ended. Examples of essential partners may be charter management organizations (CMOs), school districts, or institutions of higher education.

- Provide the name, contact information, and general information about the organization, district, or institution with which the applicant group proposes to contract for management, support, or partner services.
- Provide a detailed description of the services to be provided, including scope of services, school-specific staff role(s) to be filled, fees to be paid, methods of contract oversight and enforcement, and conditions for renewal and termination of the contract.
- Include an operating/business plan from the managing or partnering entity, which should include any additional plans the organization has to provide services to other entities or schools, and which should demonstrate its capacity to provide the contracted services with the proposed new school.
- If applicable, provide a summary of student achievement results for the other schools managed by or partnered with the management organization.

<u>REQUIRED ATTACHMENT</u>: most recent audit of managing or partnering entity.

<u>REQUIRED ATTACHMENT</u>: most recent annual report of managing or partnering entity.

<u>REQUIRED ATTACHMENT:</u> draft term sheet or contract between management/ partnering entity and proposed charter school.

VIII(h): Family-School Partnership

RIDE expects all schools to proactively develop a robust partnership with families, to support the success of students.

- Provide a comprehensive explanation of how parents or guardians will be made to feel welcome at the school, and enable them to be involved in the school community.
- Describe the nature and extent of parent involvement in the governance and operations of the school.
- Discuss a set of strategies the school will employ to ensure parents are empowered and supported.
- Describe how the school will measure and respond to levels of parent and student satisfaction.

VIII. Organizational Capacity (Expansion Proposals)

About this section:

Charter Schools must consider the necessary strategies and potential impact for governance and personnel to ensure that they may successfully implement their educational plan. RIDE recognizes that that the organizational capacity needs differ for new charter proposals compared to expansions of existing charters. Therefore, the following section focuses specifically on charter expansion proposals. The previous Section X. Organizational Capacity focuses on new charter proposals. For expansions, RIDE expects the impact on charter school's organizational capacity to vary based on the scale of the requested expansion.

STANDARD PROPOSALS – REQUIRED INFORMATION

Organizational capacity should:

- Describe key personnel changes (if any) that will occur as a result of the expansion and identify those changes in the attached organizational charts. Key changes should include, at minimum: the identification of the charter school's leadership team; and, if applicable, how the network-level staff will evolve over time.

MATERIAL PROPOSALS – REQUIRED INFORMATION

Organizational capacity should:

- Describe and provide rationale for any changes to the charter school's governing board as a result of the requested expansion.

- As an attachment, provide the following three organizational charts: 1) organizational chart as of the 2017-18 school year; 2) organizational chart reflecting the expanded charter at the five-year mark; and 3) an organizational chart for the fully-realized expanded charter (if not fully realized in the first five years).

    - Please note: Only jobs/positions need to be identified, not specifically-named personnel.

    - For network charters with a centralized network-level staff, organizational charts should be provided at both the individual-school and network levels.

- Describe key personnel changes as a result of the expansion and identify those changes in the attached organizational charts. Key changes should include, at minimum: the identification of the charter school's leadership team; and, if applicable, how the network-level staff will evolve over time.

- For all key personnel changes that will occur within the next five years as a result of the requested expansion, please describe the strategies the charter school will use to ensure it properly recruits, hires, and supports the newly added personnel.

IX. Facilities

About this section:

Finding a suitable facility for a new and growing charter school is a highly challenging component of new school planning. Charter schools that begin with few students and grow over time will find that they must, on the one hand, find a facility they can manage both operationally and financially, and on the other, minimize the impact of future transitions on existing students and programs. Financial and organizational health and sustainability is highly dependent on careful facilities planning.

NOTE: Applicants for new charter proposals should not list specific facilities or addresses at the proposal stage. RIDE and the applicant will have opportunities to discuss the selection and approval of facilities for use by charter schools.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The proposal narrative should:

- Include a set of facilities specifications demonstrating that the applicants understand how program drives facility needs. The specifications should include characteristics relative to site location, building layout, and other building (internal) and site (external) features that would permit the school to operate smoothly and efficiently. Consider the number of core classrooms that are required, other spaces, and square footage of core instructional spaces.

- Describe how facility needs will be impacted by the school's enrollment plan (i.e. how enrolling more students in subsequent years will impact use of the space). If applicable, discuss the timeline by which the school would make significant capital investments, add space, or move from one space to another.

- Describe the plan for and progress toward finding a facility. If applicable, describe the potential challenges of finding a suitable facility, and how you plan to overcome those challenges.

- Summarize your understanding of annual or otherwise regular updates and reports relative to compliance with facilities-related state and local laws and regulations. As this regulatory environment can be challenging and cross various local and state agencies, indicate where they may be gaps in your understanding of the regulatory environment, and how you plan to fill those gaps.

- Provide an assurance that the RIDE Office of Charter Schools will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements, once a space has been identified.

- Include a description of how the charter school board will support and oversee facilities-related issues.

- Indicate who will oversee operations and maintenance issues at the charter school.

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

The proposal narrative should:

- Describe if facility needs will be impacted by the charter school's requested expansion. (that is, how enrolling more students in subsequent years will impact use of space). If applicable:
    - For any changes in facilities that would need to occur by the 2018-19 school year, describe the current plan and progress towards realizing the necessary changes. If applicable, describe the potential challenges that might be faced, and strategies to overcome those challenges.
    - For any changes in facilities that would occur beyond the 2018-19 school year, describe the charter school's strategic approach to realizing those changes. If applicable, describe the potential challenges that might be faced, and strategies to overcome those challenges.

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

The proposal narrative should:

- Describe how facility needs will be impacted by the charter school's requested expansion (that is, how enrolling more students in subsequent years will impact use of space). If applicable, discuss the timeline by which the school would make significant capital investments, add space, or move from one space to another.
    - For any changes in facilities that would need to occur by the 2018-19 school year, describe the current plan and progress towards realizing the necessary changes. If applicable, describe the potential challenges that might be faced, and strategies to overcome those challenges.
    - For any changes in facilities that would occur beyond the 2018-19 school year, describe the charter school's strategic approach to realizing those changes. If applicable, describe the potential challenges that might be faced, and strategies to overcome those challenges.
    - Describe any additional significant operational adjustments that will be required to fulfill the requested expansion (for example, changing of the school calendar).

X. Operations

About this section:

Charter schools are responsible for arranging and managing operational services for students. For the purposes of this proposal, "operations" is defined as the coordination and planning required to ensure that the proposed school will operate safely, and that instructional staff have the information and resources they need to perform their duties.

Rules, regulations and resources relating to school health programs and school safety can be found at: http://www.thriveri.org/

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

Operations should:

- Demonstrate an understanding of the statutory and regulatory requirements for school health programs and school safety plans. Provide an assurance that your school will comply with these requirements.
- Describe plans for developing school safety and emergency response plans.
- Describe plans for providing health services to all students, including a plan to hire a nurse.
- Explain the proposed school's food service and nutrition program.
- Explain the proposed school's plan for the transportation of students to and from the school, including logistics for arrival and dismissal.
- Explain the proposed school's plan for human resources, payroll, and purchasing functions.
- Explain the proposed school's plan for information technology (IT) and data management.

STANDARD & MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

Operations should:

- Describe any key changes to school operations that are a result of the proposed expansion and describe steps that will implement those changes. Or, if applicable, please describe how no operational changes will be needed as a result of the expansion.

XI. Finance and Budget

About this section:

Proposals must include a five-year budget projection for the proposed charter school. A template for the budget, the Rhode Island Charter School Budget Projection Workbook, is available on RIDE Charter Schools Webpage. Please note to use either the new charter proposal or expansion proposal versions based on your proposal type.

In addition to the budget projection, applicants must craft a narrative section that justifies the assumptions in the budget projection, and explain how all funds will be managed.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

Finance and budget should:

- Provide a complete and realistic five-year budget projection that appropriately reflects the expenses related to all commitments in the proposal, and indicates that the school can sustain over the five-year charter term and beyond.
- Provide a budget narrative that thoroughly justifies the costs and assumptions made in the budget projection. Included in the five-year budget narrative must be a description of the sources of revenue and expenses for the school's facility, including lease/ debt service as well as estimated operations/maintenance costs, indicating that facilities expenses will not overly burden or strain school operations. Strong proposals will be extremely conservative relative to anticipated private funding streams.
- Provide an overall plan for financial management that includes:
  - a description of the management and oversight of finances at the school, including any staff positions for this purpose and their duties
  - assurances that the school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
  - assurances that the school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE
  - assurances that the school will complete a fiscal audit each year with an independent firm, with a copy to RIDE
  - REQUIRED ATTACHMENT: five-year budget projection.

STANDARD & MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

Finance and budget should:

- Provide a complete and realistic five-year budget projection – starting with the 2018-19 school year – that appropriately reflects the expenses related to the charter school, taking into account the requested expansion.

- Provide a budget narrative that thoroughly justifies the costs and assumptions made in the budget projection. The narrative should provide further focus on any specific changes to the budget that will occur as a result of the requested expansion.

In addition, as applicable, Requests for Expansion should:

- Describe the causes that led to and the current status of:
  - Any compliance violations that have led to authorizer intervention
  - Any litigation involving your charter school; and
  - Any material audit findings for your charter school
  - <u>REQUIRED ATTACHMENT:</u> five-year budget projection.

XII. Schedule & Calendar (New Charter Proposals Only)

About this section:

Applicants must provide draft schedules for students and teachers, and an annual calendar for the proposed school's first year of operation. The structures in schedule and calendar must account for the statutory requirement to provide appropriate hours/days of instruction, and should tie back to the program plans described in Section VII: Educational Program.

In proposing a school schedule and calendar for the first year of operation, reviewers should have a sense of the breadth of opportunities available for students, both inside and outside of the typical school day.

Proposals are required to:

- Provide a draft daily schedule and narrative that describes the length of each school day, including how much time will be offered for various components of the educational program and clearly aligns with the needs of students and the mission and educational program of the school.
- Provide a draft weekly schedule and narrative that describes how the educational program is rolled out over a typical week. Include before or after-school opportunities for electives, intervention, remediation, tutoring, and extracurricular activities as applicable. Attach a draft school calendar that includes:
    - Total days of instruction for the school year
    - First and last day of classes
    - Organization of the school year (e.g. trimesters, semesters)
    - All planned holidays/ days off
    - Dates for professional development, special days scheduled for mission-specific requirements (e.g. portfolio demonstrations, college days, science fairs etc.)
    - Dates for extended or summer programs, if applicable.

  \Provide a draft schedule of a teachers' work week including:
    - Time devoted to core teaching
    - Time devoted to planning
    - Time devoted to professional development
    - Time devoted to other activities that may be unique to the proposed school's mission or culture

<u>REQUIRED ATTACHMENT:</u> Draft school calendar.

XIII. Startup Timeline (New Charter Proposals Only)

About this section:

Provide a timeline for the school startup period, dating from the anticipated point of preliminary approval through the date of school opening.

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

The startup timeline should:

- Outline a plan that includes the steps necessary for a successful school launch, and ensures that schools meet the regulatory requirements for readiness by the point of final approval.
- Provide a timeline that lists specific actions to be taken.
- Align with all planning activities discussed throughout the proposal.
- Name a point person accountable for actions on the timeline.
- Include any supplemental information that may be applicable.

XIV. Variances (New Charter Proposals Only)

About this section:

To the extent allowable in state law, applicants are permitted to request variances from statutes or regulations that may inhibit operation of the proposed charter school. Statutory provisions that may not be waived are itemized in statutes specific to district charter, independent charter, and mayoral academies.

Variances should:

- Identify the state statutes and/or regulations from which variances are sought in order to facilitate operation of the proposed charter school. Explain the purpose of each variance, and the alternative method by which the concern that gave rise to the law or regulation will be addressed.

- FOR DISTRICT CHARTER SCHOOLS ONLY: If any, include which provisions of the collective bargaining agreement will not be applicable to the district charter school. As any provisions included herein are subject to agreement by the parties to the collective bargaining agreement, please also include a letter of support from any and each party to the agreement acknowledging support.

Appendix A: Required Proposal Narrative Attachments

NEW CHARTER PROPOSALS – REQUIRED INFORMATION:

- Resumes of each member of applicant group
- Resumes of prospective Board members
- Draft bylaws
- School leader job description
- Audit of managing/partnering entity (if applicable)
- Annual report of managing/partnering entity (if applicable)
- Draft term sheet or contract with managing/partnering entity (if applicable)
- Draft school calendar
- Five-year budget projection
- Evidence of community support
- Any additional documentation required via Appendix B

STANDARD EXPANSION PROPOSALS – REQUIRED INFORMATION:

- An enrollment table
- Evidence of community support
- Five-year budget projection

MATERIAL EXPANSION PROPOSALS – REQUIRED INFORMATION:

- An enrollment table
- Organizational charts:
    - For the 2017-2018 school year
    - For the expanded charter at the five-year mark
    - For the fully-realized expanded charter if not realized within the first five years
- Five-year budget projection
- Evidence of community support
- Any additional documentation required via Appendix B

Appendix B: Additional Charter Type Proposal Requirements

NEW CHARTER PROPOSALS:

District Charter Schools

If the proposed charter school is a conversion of a district school into a district charter school, the applicant must:

- Provide evidence of affirmative votes from two-thirds of the teachers assigned to the school;
- Provide evidence that parents and legal guardians representing a majority of students assigned to the school adopt the conversion plan.

If the proposed school is a new district charter school, the applicant must:

- Provide evidence of affirmative support of the number of certified teachers employed within the school district where the district charter school is to be located at least equal to two-thirds of the number of teachers that will be required to staff the proposed district charter school.

Independent Charter Schools

- If the proposed school is an independent charter school, the applicant must: submit its financial records and financial plan for review by the auditor general as prescribed by RIGL 16-77.3-2(c)
- If proposing a network charter, provide written support from proposed enrolling communities. If written support is not available, explain why and provide a plan for obtaining written support by the anticipated date of preliminary approval.

Mayoral Academies

- If proposing a network charter, provide written support from proposed enrolling communities. If written support is not available, explain why and provide a plan for obtaining written support by the anticipated date of preliminary approval.
- Mayoral academy proposals must have approval from each city or town of the charter's enrolling communities (catchment area) regarding the participation of each respective city or town in the proposal. Approval must be from each mayor or in the absence of a mayor, the city or town Council via a resolution or ordinance. If a mayor does not provide written support for the proposal, then the proposal may proceed through the approval process by removing the respective district from the catchment area.

STANDARD & MATERIAL EXPANSION PROPOSALS (MAYORAL ACADEMIES ONLY):

Proposed mayoral academy expansions must have approval from each city or town of the charter's enrolling communities (catchment area) regarding the participation of each respective city or town in the proposed expansion. Approval must be from each mayor or in the absence of a mayor, the city or town Council via a resolution or ordinance. If a mayor does not provide written support for the expansion, then the proposed expansion may proceed through the approval process by removing the respective district from the expansion's catchment area.

Appendix C: Definition of Terms

The following terms are used frequently in this proposal document. Definitions (as defined by RIDE and Rhode Island regulations) are below.

1. ***New Charter Proposal***: A request for a new charter resulting in a brand new charter.
2. ***Expansion***: An expansion is understood to be: 1) an increase in total enrollment; 2) an increase in the grade levels previously authorized in the original charter; or 3) the addition of a school district to the catchment area. An approved request for expansion will result in an amendment to the existing charter.
3. ***Standard Expansion Proposal:*** A proposal for expansion in total enrollment for an existing charter, less than both 25% of current enrollment and 100 students, with no material changes to the charters' grade levels, enrollment catchment area, nor the addition of a new school to the charter.
4. ***Material Expansion Proposal:*** A proposal for an expansion for an existing charter that will result in any of the following: a) an increase of enrollment at least 25% of current enrollment or 100 students; b) changes to the charter's grade levels; c) changes to the charter's enrollment catchment area; and/or, d) the addition of at least one new school.
5. ***Network Charter School***: A charter public school will be considered a network charter school if it intends to include both elementary and secondary schools or multiple elementary and/or multiple secondary schools. "Multiple elementary or secondary schools" means that the schools operate independently from one another with individual school budgets and school administrators (such as a school principal). The schools could be co-located; however, the schools run a separate lottery and enrollment process and would receive distinct school codes for statewide data reporting. RIDE will consider any proposal containing elementary and high school grades as a network charter proposal.
6. ***Proven track record of achievement and success:*** Schools seeking to expand their charter must have a clear track record of academic achievement among all students. RIDE will review all available data to evaluate whether not a charter has a clear track record of success. This evidence will definitively include an analysis of the charter's performance on the statewide accountability system. A clear track record should not include any significant deficiencies in student performance on the statewide accountability or charter school performance review systems. In addition, charters may provide additional evidence of performance against internal assessment data or other reliable measures. While RIDE will review all available data in evaluating a school's track record, RIDE will heavily consider the most recent year of student achievement data as the clearest indicator of a school's current ability to provide future quality educational opportunities.
7. ***Written Support:*** "Written support" means a resolution or ordinance granted by the town or city Council for each proposed sending district where the Council considers the fiscal and educational welfare of the municipality and students after at least one public hearing.

Appendix D: Proposal Checklist

Application Section	New Charter Proposal	Material Expansion Proposal	Standard Expansion Proposal
I. Cover Sheet	√	√	√
II. Executive Summary	√	√	√
III. Mission Statement	√	√	-
IV. Proposed New Student Seats and Enrollment	√	√	√
V. Goals	√	√	√
VI. Community Need and Support	√	√	√
VII. Educational Program	√	√	√
VIII. Organizational Capacity	√	√	√
IX. Facilities	√	√	-
X. Operations	√	√	-
XI. Finance and Budget	√	√	√
XII. Schedule and Calendar	√	-	-
XIII. Startup Timeline	√	-	-
XIV. Variances	√	-	-

Appendix F 13:

RI Charter Public Schools Enrollment Application 2017-18

RHODE ISLAND CHARTER PUBLIC SCHOOLS ENROLLMENT APPLICATION:

2017-18

--SCHOOL NAME/CONTACT INFO/LOGO--

Student Information

Name:_____ Date of Birth: _____/ _____/ _____
Last First Middle

Address: _____
Street, House/Apt # City State Zip Code

School District: _____

Current Grade:_____ (mark "N/A" if not in school) Grade Applying For: _____

Parent/Guardian Information:

Name:_____ Phone:_____

E-Mail: _____ Relation to the Child:_____

Name:_____ Phone:_____

E-Mail: _____ Relation to the Child:_____

Additional Information:

Does the applicant have a brother or sister currently enrolled in this charter school? ☐ Yes ☐ No

If yes, name of brother/sister:_____

Does the applicant have a brother or sister applying to this school on a separate application? ☐ Yes ☐ No

If yes, name of brother/sister:_____

Is the applicant the child of a school founder, teacher, or staff member at this school? ☐ Yes ☐ No

If yes, name of founder/teacher/staff member:_____

(Optional) [Placeholder for question to increase enrollment of disadvantaged applicants, if approved] ☐ Yes ☐ No

**Applicants who [permitted characteristic] have an increased chance of acceptance into this school.*

I affirm that the information contained in this application is, to my knowledge, completely true.

Parent /Guardian Signature: _____ Date:_____

I agree that my child's school records may be used for studies on the effectiveness of public charter schools. If the studies are publicized, only group data, not student level data, will be reported. Sensitive student information will remain confidential under state and federal law.

☐ Yes

☐ No

Note: Checking "No" will NOT affect your child's chances for admission.

Note: Under Rhode Island law, a charter school is deemed to be a public school acting under state law and is subject to applicable provisions of federal and state law relating to non-discrimination and affirmative action, including, but not limited to, the: (1) Age Discrimination Act of 1975, 42 U.S.C. § 6101, *et seq*.; (2) Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d, *et seq*.; (3) Title IX of the educational amendments of 1972, 20 U.S.C. § 1681, *et seq*.; (4) Section 794 of Title 29, and part B of the Individuals with Disabilities Education Act, 20 U.S.C. § 1411, *et seq*.; (5) 42 USC, Sections 1981, 1983 and 1601 *et seq*.; (6) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794; and (8) Sections 16-38-1, 16-38-1.1, 28-5.1-13, 28-5.1-14 and Chapter 42-87 of the Rhode Island General Laws, as amended.

SCHOOL USE ONLY

Date Received

By (signature)

APLICAÇÃO DE LOTERIA PARA AS ESCOLAS CHARTER DE RHODE ISLAND:

2017-18

--SCHOOL NAME/CONTACT INFO/LOGO--

Informações do Aluno

Nome:_____ Data de Nascimento: ____/ _____/ _____

Sobrenome Primeiro do Meio

Endereço: _____

Rua Cidade Estado Código Postal

Distrito escolar: _____

Grau este ano:_____ Grau para a qual está se inscrevendo: _____

Informações dos Pais/Guardião Legal:

Nome:_____ Telefone:_____

E-Mail: _____ Relação com a Criança:_____

Nome:_____ Telefone:_____

E-Mail: _____ Relação com a Criança:_____

Informações Adicionais:

O candidato acima tem um irmão ou uma irmã atualmente matriculado(a) na escola? ☐ Sim ☐ Não

Se sim, favor fornecer o nome do irmão ou irmã:_____

Algum outro irmão ou irmã também está se inscrevendo em um formulário em separado? ☐ Sim ☐ Não

Se sim, favor fornecer o nome do irmão ou irmã:_____

O candidato acima é filho(a) de um fundador ou um(a) professor(a) da escola? ☐ Sim ☐ Não

Se sim, favor fornecer o nome do fundador ou um(a) professor(a):_____

(Optional) [Placeholder for question to increase enrollment of disadvantaged applicants, if approved] ☐ Yes ☐ No

**Applicants who [permitted characteristic] have an increased chance of acceptance into this school.*

Eu afirmo que as informações contidas nesta aplicação são, no meu conhecimento, completamente verdadeiras.

Assinatura dos Pais/Guardião Legal: _____ Data:_____

Eu concordo que os registros escolares do meu(minha) filho(a) podem ser usados para estudos sobre a eficácia de escolas charter. Se os estudos forem publicados, apenas dados de grupo, e não dados a nível do aluno, serão relatados. Informações sensíveis ao aluno permanecerão confidenciais sob as leis estaduais e federais.

Observação: Marcar "Não" NÃO afetará as oportunidades de admissão do seu(sua) filho(a).

☐ Sim

☐ Não

Nota: Segundo a Lei do Estado de Rhode Island, uma escola charter é considerada uma escola pública sob a lei estadual e está sujeita ás disposições aplicáveis das leis tanto estaduais como federais e ação não discriminatória e ação afirmativa, incluindo, mas não limitada a: (1) Lei contra a Discriminização pela Idade de 1975, 42 U.S.C. § 6101, *et seq.*; (2) Título VI da Lei dos Direitos Civís de 1964, 42 U.S.C.§ 2000d, *et seq.*; (3) Título IX das amendas educativas de 1972, 20 U.S.C. § 1681, *et seq.*; (4) a Seção 794 do Título 29 e da Parte B do Acto de Educação para Pessoas com Deficiências, 20 U.S.C. § 1411, *et seq.*; (5) 42 USC, Seções 1981, 1983 e 1601 *et seq.*; (6) a Seção 504 do Acto de Reabilitação de 1973, como emendada, 20 USC 794; e (8) Seções 16-38-1, 16-38-1.1, 5.1-28-13, 28-5.1-14 e Capítulo 42-87 das Leis Gerais do Estado de Rhode Island, como emendados.

Nota da Escola

Date Received

By (signature)

SOLICITUD DE INSCRIPCION, ESCUELAS CHARTER DE RHODE ISLAND:

2017-2018

--SCHOOL NAME/CONTACT INFO/LOGO--

Información del estudiante

Nombre:_____
Apellido Primer nombre Segundo nombre

Dirección: _____
Calle, casa/# de apartamento Ciudad Estado Código postal

Distrito escolar: _____

El grado actualmente: _____ El grado para el cual está solicitando: _____

Información del padre/tutor:

Nombre:_____ Teléfono:_____

Correo electrónico: _____ Vínculo con el niño:_____

Nombre:_____ Teléfono:_____

Correo electrónico: _____ Vínculo con el niño:_____

Información adicional:

¿El solicitante antes mencionado tiene un hermano o hermana actualmente matriculado(a) en la escuela? ☐ Sí ☐ No

Si la respuesta es afirmativa, proporcione el nombre del hermano o hermana_____

¿Hay algún otro hermano o hermana que también esté solicitando en un formulario por separado? ☐ Sí ☐ No

Si la respuesta es afirmativa, proporcione el nombre del hermano o hermana_____

¿El solicitante antes mencionado es el hijo de un fundador o un(a) profesor(a) de la escuela? ☐ Sí ☐ No

Si la respuesta es afirmativa, proporcione el nombre del fundador/profesor(a):_____

(Opcional) [Placeholder for question to increase enrollment of disadvantaged applicants, if approved] ☐ Yes ☐ No

**Applicants who [permitted characteristic] have an increased chance of acceptance into this school.*

Afirmo que la información contenida en esta solicitud es, a mi conocimiento, es completamente cierta.

Firma del padre/tutor: _____ Fecha:_____

Acepto que los registros de la escuela de mi hijo sean utilizados para estudios en la efectividad de las escuelas chárter. Si los estudios son publicados, sólo se reportará la información de grupo y no la información a nivel de estudiante. La información de carácter delicado del estudiante permanecerá de forma confidencial bajo la ley estatal y federal.

☐ Sí

☐ No

Nota: Marcar "No" NO afectará las oportunidades que su hijo(a) tiene para la admisión.

Note: Según la ley de Rhode Island, una escuela chárter es considerada como una escuela pública bajo la ley estatal y está sujeta a las disposiciones aplicables de leyes tanto estatales como federales y a la acción de no discriminación y acción afirmativa, incluyendo, pero no limitada a: (1) La Ley contra la Discriminación por la Edad de 1975, 42 U.S.C. §6101, *et seq.*; (2) título VI de la ley de Derechos Civiles de 1964, 42 U.S.C. § 2000d, *et seq.*; (3) Título IX de las enmiendas educativas de 1972, 20 U.S.C. § 1681, *et seq.*; (4) la Sección 794 del Título 29 y la parte B del Acta de la Educación para las Personas Discapacitadas, 20 U.S.C. § 1411, *et seq.*; (5) 42 USC, Secciones 1981, 1983 y 1601 *et seq.*; (6) la Sección 504 de la Ley de Rehabilitación de 1973, según enmendada, 20 USC 794; y (8) Secciones 16-38-1, 16-38-1.1, 5.1-28-13, 28-5.1-14 y Capítulo 42-87 de las Leyes Generales de Rhode Island, como enmendada.

SÓLO PARA USO DE LA ESCUELA

Recibida:

Por (Firma)

Appendix F 14:

NACSA Core Performance Framework and Guidance

Core Performance Framework and Guidance

Academic, Financial, and Organizational Frameworks for Charter School Accountability

March 2013

nacsa
NATIONAL ASSOCIATION OF CHARTER SCHOOL AUTHORIZERS

PR/Award # U282A170024

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Core Performance Framework and Guidance

Academic, Financial, and Organizational Frameworks for Charter School Accountability

March 2013

About NACSA

The National Association of Charter School Authorizers (NACSA) is the trusted resource and innovative leader working with public officials and education leaders to increase the number of high-quality charter schools in cities and states across the nation. NACSA provides training, consulting, and policy guidance to authorizers and education leaders interested in increasing the number of high-quality schools and improving student outcomes.

About the Performance Framework and Pilot Project

The National Association of Charter School Authorizers' (NACSA's) *Core Performance Framework and Guidance* was created as part of the Performance Management, Replication, and Closure (PMRC) project. NACSA researched best practices in Performance Frameworks among seven model authorizers and used the findings along with research from other education institutions, charter school funding organizations, and analysis of common state laws to develop the first draft of the NACSA *Core Performance Framework*.

The Framework was then tested by applying and adapting it to four PMRC demonstration site authorizers, as well as six other pilot sites that were funded through The Fund for Authorizing Excellence. The 10 authorizers in the pilot range from small to large authorizers and are of every organizational type (district, state education agency, nonprofit organization, and higher education institution). NACSA's experience with these 10 sites led to revisions to the NACSA *Core Performance Framework*, as well as the development of this comprehensive guidance document. NACSA is pleased to share this first edition of the *Core Performance Framework and Guidance* and plans to provide additional information and resources on charter school accountability through the Knowledge Core.

NACSA would like to thank the PMRC model authorizers, PMRC demonstration site authorizers, and Fund for Authorizing Excellence pilot sites for their contributions to this project.

PMRC Model Authorizers:

- Central Michigan University's The Governor John Engler Center for Charter Schools
- Chicago Public Schools
- Denver Public Schools
- District of Columbia Public Charter School Board
- Indianapolis Mayor's Office
- State University of New York Charter Schools Institute
- Volunteers of America Minnesota

PMRC Demonstration Site Authorizers:

- Atlanta Public Schools
- Ball State University
- Metropolitan Nashville Public Schools
- New Jersey Department of Education

Fund for Authorizing Excellence Pilot Sites:

- Arizona State Board for Charter Schools
- Colorado Charter School Institute
- Delaware Department of Education
- Friends of Education
- Nevada Public Charter School Authority
- New Mexico Public Education Department

Acknowledgments

NACSA extends its gratitude to our colleagues at Public Impact, MDS Advisors, CliftonLarsonAllen, and Tugboat Education Services for their help in drafting various iterations of the *Core Performance Framework and Guidance*, as well as to the authorizers who piloted the Performance Framework and the many other authorizers and experts in the field who provided input on drafts of this document. This document would not be possible without their contributions.

NACSA sincerely thanks the U.S. Department of Education for its support of this work through NACSA's Performance Management, Replication, and Closure (PMRC) project, which is funded by a Charter Schools Program National Leadership Activities Grant.

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Core Performance Framework and Guidance Introduction

2 Overview

3 NACSA's Core Performance Framework

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5 Using the Core Performance Framework and Guidance

Introduction

Overview

Charter school authorizers are responsible for maintaining high standards for school performance, upholding school autonomy, and protecting student and public interests. Using a performance contract as both a guide and a tool, a quality authorizer maintains high standards and manages charter school performance—not by dictating inputs or controlling processes—but by setting expectations and holding schools accountable for results. A quality authorizer engages in responsible and effective performance management by ensuring that schools have the autonomy to which they are entitled and the public accountability for which they are responsible.

Charter school authorizing begins with a bargain for performance. Authorizers agree to entrust a charter school's governing board with public dollars and public school students and to give it broad autonomy over how it achieves agreed-upon goals. In return, the school's board commits to achieving specified results, managing public funds responsibly, complying with its legal obligations, and providing a quality education to the students in its care.

In order for this bargain of autonomy in exchange for accountability to work, it is essential that authorizers establish, maintain, and enforce high performance standards for all schools in their portfolios. This includes not only holding schools accountable for the academic performance of all of their students, which should always be the primary measure of quality, but also holding schools accountable for financial and organizational performance.[1] The critical first step in effective performance management is to set and communicate clear and rigorous expectations for performance. Schools need clearly defined standards so that they know what is expected of them, and authorizers need them to manage performance effectively by holding schools accountable for outcomes without attempting to control inputs.

The National Association of Charter School Authorizers' (NACSA's) ***Principles & Standards for Quality Charter School Authorizing*** (2012) emphasizes that a quality authorizer establishes standards for school performance that are clear, quantifiable, rigorous, and attainable. NACSA also recommends that authorizers develop and formally adopt a Performance Framework that includes academic, financial, and organizational performance measures for use by schools and authorizers to establish expectations, guide practice, assess progress, and inform decision making over the course of the charter term and at renewal or revocation. In addition, many states have enacted policies that mandate that authorizers develop and use Performance Frameworks, and additional states are considering similar policies.

The three areas of performance covered by the frameworks—academic, financial, and organizational— correspond directly with the three components of a strong charter school application, the three key areas of responsibility outlined in strong state charter laws and strong charter school contracts, and are the three areas on which a charter school's performance should be evaluated.

In each of these three areas, the frameworks ask a fundamental question.

Academic Performance: Is the educational program a success?

Financial Performance: Is the school financially viable?

Organizational Performance: Is the organization effective and well run?

The answers to each of these three questions are essential to a comprehensive evaluation of charter school performance.

1 In order to comply with the federal government's Charter Schools Program (CSP) assurances, State Education Agencies (SEAs) must ensure that they have state law, regulations, or other policies that direct authorized public charter agencies to use increases in student academic achievement for all groups of students described in section 1111(b)(2)(C)(v) of the Elementary and Secondary Education Act (ESEA) as the most important factor when determining to renew or revoke a school's charter. Non-SEA authorizers should work with their SEAs to ensure that the SEA complies with this and other CSP assurances. The CSP assurances can be accessed at https://www2.ed.gov/programs/charter/2011/application-package.pdf.

Once developed, adopted, and incorporated into the charter school contract, the Academic, Financial, and Organizational Performance Frameworks form the backbone of an authorizer's performance management system. Well-designed frameworks enable effective performance management and promote school success by establishing and communicating performance expectations for all schools in an authorizer's portfolio in a way that is objective, transparent, and directly related to school quality.

Performance Frameworks benefit both authorizers and schools and are in the interest of both parties to develop. The frameworks promote transparency and objectivity in authorizing and protect school autonomy. They enable charter school performance contracting to function as intended by providing both charter schools and authorizers with clarity about expected outcomes, objective evidence of achievement, and a comprehensive tool for evaluating results.

The frameworks promote transparency and objectivity by putting the authorizer on record and schools, parents, stakeholders, and the public on notice about the performance standards that will be used to evaluate whether or not a school is successful and is living up to its end of the charter bargain. The frameworks help to establish expectations at the beginning of the school's operation so that there will be no surprises when a school is held accountable for meeting them over the course of the charter term and at renewal.

The frameworks protect school autonomy by clarifying through mutual agreement and in objective terms the performance data the authorizer will collect and the outcomes that it expects and will evaluate. The frameworks help to establish the boundaries of the parties' relationship and define the rights and responsibilities of both the charter school and the authorizer.

NACSA's Core Performance Framework

To assist authorizers in developing high-quality Academic, Financial, and Organizational Performance Frameworks, NACSA has developed the *Core Performance Framework*, which includes frameworks for each area of performance that authorizers can customize to meet their local needs and context. Also included is guidance on how to modify the frameworks in ways that allow for local customization without compromising rigor or utility.

> The purpose of the *Core Performance Framework* and the accompanying guidance is to assist authorizers in developing and implementing their own frameworks that are high quality and aligned with NACSA's ***Principles & Standards***.

The frameworks are aligned with and designed to support the three core principles of charter school authorizing—maintaining high standards, upholding school autonomy, and protecting student and public interests. NACSA encourages authorizers to adapt the core frameworks to their own local needs and contexts but also to ensure that any modifications only serve to strengthen and promote these principles.

Each of the three frameworks relates to a distinct area of performance, but all are intended to be used together as a single evaluation tool. As discussed in the **Overview**, authorizers are charged with holding schools accountable for academic performance first and foremost, but also for financial and organizational performance. Monitoring and evaluation of all three of these areas are essential to effective charter school performance management. When joined together, the Academic, Financial, and Organizational Performance Frameworks form a single, comprehensive school Performance Framework.

National Association of Charter School Authorizers

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Appendix F 15:

RI Strategic Plan for Public Education 2015-2020

RHODE ISLAND'S STRATEGIC PLAN FOR PUBLIC EDUCATION: 2015-2020

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Dear Fellow Rhode Islanders,

We are pleased to provide you with a copy of *Rhode Island's Strategic Plan for Public Education: 2015-2020*, which establishes a set of ambitious goals and bold initiatives that will enable our state's schools, colleges, and educational programs to be national leaders. It envisions an educational system that supports the development of a well-rounded and diverse citizenry who are active participants in and contributors to the success of their communities and the state.

The Rhode Island Board of Education, which includes both the Rhode Island Council on Elementary & Secondary Education and the Rhode Island Council on Postsecondary Education, is responsible for prekindergarten through college and adult education. Through this strategic plan, we establish a foundation for an integrated public education system that is based on coordination, collaboration, and alignment.

There are three major sections of this plan: a five-year strategic plan for Elementary, Secondary, and Adult Education; a five-year plan for Postsecondary Education; and a five-year plan for significant work toward shared objectives. These plans and shared objectives seek to advance the lives of everyone in our state. We seek to serve everyone - from the youngest learner to a back-to-school adult, from Rhode Islanders in the smallest school to Rhode Islanders in the largest corporation - through a comprehensive set of measurable actions and milestones.

Many thousands of Rhode Islanders contributed to the development of this plan.
It is our hope that many more thousands of our fellow Rhode Islanders will support its implementation and its iterative, continuous improvement.

Join us as we step forward, together, to make our vision for Rhode Island's public education a reality.

Sincerely,

[redacted]

Barbara S. Cottam, Chair
Rhode Island Board of Education

[redacted]

Daniel P. McConaghy, Chair
Council on Elementary & Secondary Education

[redacted]

William G. Foulkes, Chair
Council on Postsecondary Education

[redacted]

Ken Wagner, Commissioner
Elementary and Secondary Education

[redacted]

James E. Purcell, Commissioner
Postsecondary Education

RHODE ISLAND BOARD OF EDUCATION

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Council on Elementary & Secondary Education

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Dennis J. Duffy

The Honorable Thomas Izzo

Judy Ouellette

Kerry I. Rafanelli, Esq.

John J. Smith, Jr.

Reverend Jeffery A. Williams

Commissioner, Elementary & Secondary Education

Ken Wagner, Ph.D.

Commissioner, Postsecondary Education

Jim Purcell, Ed.D.

2015-2020 GOALS: RHODE ISLAND BOARD OF EDUCATION

The Rhode Island Board of Education has established a set of six overarching goals that formalize our commitment to educational excellence, expanded access, and seamless educational experiences for all Rhode Island learners. These goals support our efforts to make Rhode Island schools, colleges, and educational programs stand amongst the best in the world.

The Board of Education will:

- Strive toward academic excellence by setting standards that encourage all learners to achieve at the highest levels, with a focus on ensuring that all graduates are globally competent citizens;
- Integrate Rhode Island's PK-20 system so that it fully prepares students to reach their educational and career goals, to contribute to our state's workforce and communities, and to meet the needs of business and industry in our changing economy;
- Close the opportunity gaps facing traditionally underserved youth and adults by providing appropriate supports, incentives, and programs;
- Manage an overall funding strategy to keep costs low, promote access to free or affordable educational opportunities, and provide incentives for expanding educational programs that succeed;
- Lead an educational system that promotes and supports educator excellence at all levels; and
- Oversee an educational system that values a well-rounded and diverse citizenry and that encourages Rhode Islanders to participate in and contribute to civic and cultural life, democratic society, and global initiatives.

The Board of Education will monitor its progress toward achieving these goals through transparent and clear measures that the Council on Elementary and Secondary Education and the Council on Postsecondary Education will establish, manage, and report on to the public.

2020 VISION FOR EDUCATION:

RHODE ISLAND'S STRATEGIC PLAN FOR PK-12 & ADULT EDUCATION, 2015-2020

RHODE ISLAND COUNCIL ON ELEMENTARY & SECONDARY EDUCATION

AUGUST 24, 2015

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12 **PRIORITIES**

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14 TEACHER AND LEADER SUPPORT

19 EARLY CHILDHOOD EDUCATION

23 PERSONALIZED LEARNING STATEWIDE

28 GLOBALLY COMPETENT GRADUATES

32 INFORMED INSTRUCTIONAL DECISION MAKING

37 STUDENT-CENTERED RESOURCE INVESTMENT

RHODE ISLANDERS WROTE THIS PLAN

THE STRATEGIC PLAN

FAMILIES
STUDENTS
EDUCATORS

11,000+

STATEWIDE SURVEY RESPONSES

BUSINESSES
COMMUNITY MEMBERS

13 MEETINGS

1,000+ HOURS

6 MONTHS

4 PROTOTYPES

1,200+ FEEDBACK RESPONSES

1 FINAL DRAFT

19 COMMUNITY MEETINGS

300 PARTICIPANTS

THE AMBASSADOR DESIGN TEAM

WHO ARE THEY?

The 26-member Ambassador Design Team (ADT) was selected by the Council on Elementary & Secondary Education from a field of over 300 Rhode Island applicants with diverse experiences, backgrounds, and perspectives to write our state's next strategic plan for PK-12 public education.

15% CURRENT PK-12 STUDENT

46% FIRST GENERATION TO ATTEND COLLEGE

15% NOT BORN IN THE UNITED STATES

31% PEOPLE OF COLOR

35% CURRENT OR PAST TEACHER

50% PARENT OF CURRENT RI STUDENT

19% CURRENT ADMINISTRATOR

12% BUSINESS OWNERS

69% ATTEND(ED) RI SCHOOLS

19% HIGHER EDUCATION

58% WOMEN

42% MEN

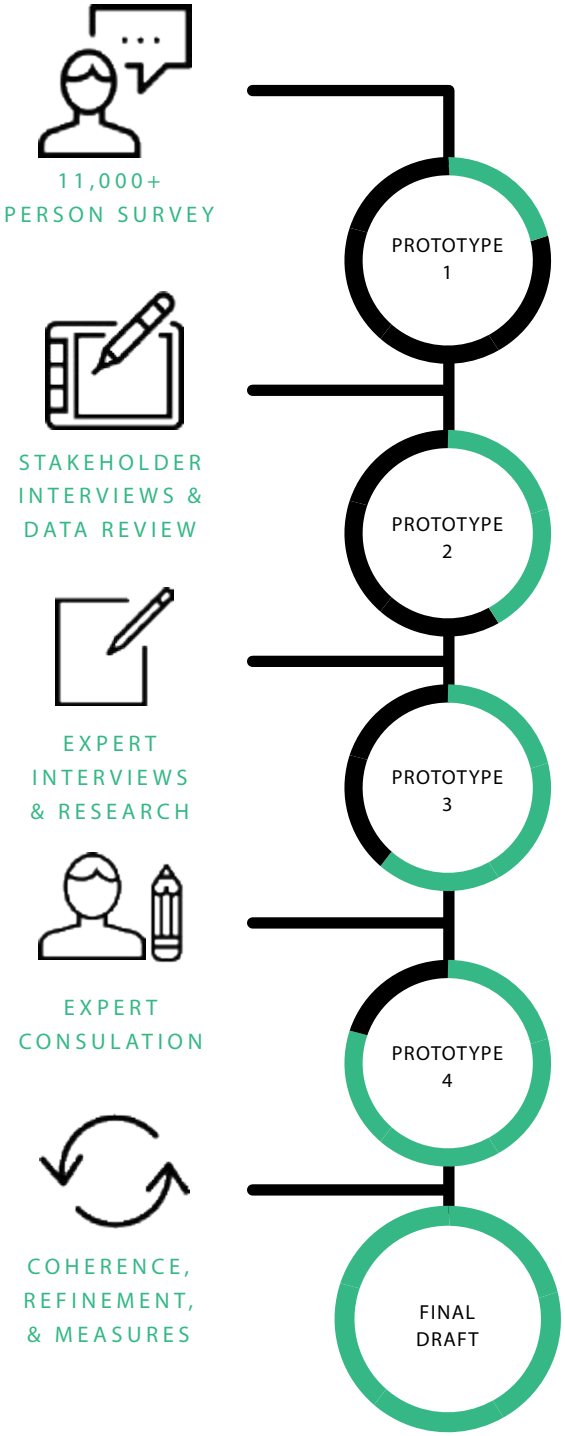
FIND US AT #EDVOICESRI

OUR GUIDING PRINCIPLES

CURIOSITY // EMPATHY // OPTIMISM // TRANSPARENCY
ENGAGEMENT // EMPOWERMENT // RESPECT

PLAN DEVELOPMENT: MANY DRAFTS, MANY VOICES

This planning process was grounded in the principles of transparency, engagement, empowerment, and respect. Every decision — from choosing the state's future educational priorities to writing the strategies — was made by a 26-member community team. This team treated Rhode Islanders as their most important stakeholders, publishing drafts (or prototypes) early, often, and long before they were complete. After each prototype was published, the team made immediate revisions. Using this rapid-prototyping process, the team was able to make many small adjustments over a six-month period and in so doing, develop a plan for by, of, and for Rhode Island.



PROTOTYPE 1

For the first prototype, the community team reviewed the data from an 11,000 person survey to write the core values intended to form the foundation for the plan. These values are a set of beliefs with profound and enduring meaning, are visible in every aspect of the plan, and should become visible in our education system itself.

PROTOTYPE 2

The second prototype included revisions to the values based upon hundreds of comments. In addition, the community team conducted over 100 stakeholder interviews and using the insights from those interviews, developed a first draft of the six priority areas that bring focus and organization to the plan.

PROTOTYPE 3

The third prototype included revisions to prototype three based upon hundreds of additional comments. In addition, the staff and community team completed over 50 hours of interviews with local, state, and national experts based upon these interviews, developed the first draft of implementation strategies for each of the six priority areas.

PROTOTYPE 4 AND THE FINAL DRAFT

The fourth prototype and the final draft included revisions based another two final rounds of prototype publication and feedback. In addition, over a dozen state, local, and national experts came to Rhode Island and joined the community team for a full day of plan revision and development. The combination of these many experts and over 1,000 Rhode Islander citizen participants resulted in the plan you are reading today.

RHODE ISLANDERS' VISION FOR STUDENT SUCCESS

WHAT RHODE ISLANDERS WANT FOR STUDENTS

A Rhode Island graduate is one who is well prepared for postsecondary education, work, and life. He or she can think critically and collaboratively and can act as a creative, self-motivated, culturally competent learner and citizen.

HOW RHODE ISLANDERS WILL BUILD UPON OUR PREVIOUS WORK

Rhode Island students must continue to have access to rigorous world-class standards that set forth high expectations for all students. The combination of our educators' preparedness to teach to those standards, the quality of the instructional materials in our schools, and our students' experience in the classroom stands at the center of our vision. This plan describes six educational priority areas that will build upon our shared focus on educator quality and world-class standards in the core content areas, further unlocking the potential within our students, classrooms, and schools.

HOW RHODE ISLANDERS WILL ACHIEVE THIS VISION

All students will have the access and support needed to attain the academic, social, emotional, career readiness and citizenship knowledge, skills, and competencies necessary to be successful in the 21st century. Students will develop these skills and competencies through individualized teaching and learning that emphasizes the use of innovative technology and hands-on instruction, while building meaningful real-world application. Our schools and learning environments will support an engaging and collaborative culture that is student-centered, safe, mutually respectful, and inclusive of many cultures and diverse perspectives.

Rhode Islanders together demand an educational system that holds high expectations for all students, regardless of income or background; is responsive to students' individual needs; and pushes the boundaries of imagination and innovation to create better learning conditions for students and educators.

VALUES

The "why" of Rhode Island's strategic plan, values set the foundation for the work that will take place. These values are intended to be visible in every plan priority and throughout our education system.

EQUITY

In our education system, Rhode Islanders value equitable distribution of resources and opportunities based on the individual needs of every student so as to support a positive learning experience for all.

SUPPORT

In our education system, Rhode Islanders value a culture of shared responsibility of educators, families, businesses, postsecondary education and the community partnering together to support all students.

DIVERSITY

In our education system, Rhode Islanders value the role of culture and embrace the use of multiple knowledge bases as we prepare students, staff, and educators to become culturally competent and aware on a local, national, and global scale.

AUTONOMY

In our education system, Rhode Islanders value earned autonomy, empowering educators to make timely decisions in response to developing student needs so that those who work most closely with students have greater influence on the decisions that support students' achievement.

PREPAREDNESS

In our education system, Rhode Islanders value a system that prepares every student for the cognitive, interpersonal, and personal demands of postsecondary education, career, and citizenship.

PERSONALIZATION

In our education system, Rhode Islanders value individualized approaches to learning that provide every student with the opportunities for success.

SAFETY

In our education system, Rhode Islanders value safe, healthy, and nurturing learning environments.

PRIORITIES

The six priority areas focus and organize Rhode Island's strategic plan for public education over the next five years.

1. Teacher and Leader Support
2. Early Childhood Education
3. Personalized Learning Statewide
4. Globally Competent Graduates
5. Informed Instructional Decision Making
6. Student-Centered Resource Investment

HOW TO READ THE PRIORITIES

Each priority area includes the following components:

OUR VISION OF SUCCESS IN 2020

outlines the scope of the priority, and describes success in 2020.

COMPONENTS OF OUR VISION

lists the major areas of work within each priority.

KEY OUTCOMES

describes what the desired impact looks like when this plan has met its stated goals, including aspirational descriptions and measurable outcomes.

THE STRATEGIES

are the "how" describing what specific high-level actions the Rhode Island Department of Education (RIDE) along with its key stakeholders will take to make this plan happen and to achieve the vision of success.

TEACHER AND LEADER SUPPORT

GROWING OUR GREAT EDUCATORS AND LEADERS

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to support and grow our current educators and leaders through relevant, personalized, and job-embedded professional learning that is focused on students in classrooms and in ways that build collegiality and collaborative decision-making. We will support great teaching by strengthening the recruitment and retention of high quality educators and leaders. To encourage the most talented people to enter the teaching profession, we will focus on recruiting educators who are culturally diverse, educators in hard-to-staff subject areas, and educators who are eager and prepared to work in our most challenging schools.

IMPROVED EDUCATOR AND LEADER PREPARATION

KEY OUTCOMES

- All new educators and building administrators are guaranteed supports in their first year of teaching or leading to help them master their practice
- Aspiring educators in preparation programs engage in field experiences that have improved quality and extended duration
- Educator-preparation programs meet rigorous standards of quality and prepare candidates for classroom and school success
- Students have equitable access to excellent educators and leaders, as evidenced by a reduction in equity gaps

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RIDE WILL

Advocate for resources and support for induction coaching of new educators and school leaders

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing rigorous criteria and incentives for the induction or mentorship of educators and school leaders

RIDE WILL

Work in partnership with postsecondary-education institutions, school districts, and schools to strengthen the preparation of aspiring educators, particularly by increasing the focus on high-quality, practice-based preparation grounded in student learning

EDUCATOR-PREPARATION PROGRAMS CAN HELP BY…

- Strengthening the preparation of aspiring educators by increasing the focus on high-quality, practice-based preparation grounded in student learning
- Increasing the quality and duration of pre-service field-experience
- Providing targeted and improved pre-service training in urban school environments

HIGH-QUALITY, RELEVANT PROFESSIONAL DEVELOPMENT

KEY OUTCOMES

- Professional development for educators and leaders is aligned with the most important needs of students, educators, and leaders as identified through data
- Educators provide feedback and support for one another in professional learning communities

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RIDE WILL

Support professional learning in data-informed, high-priority areas that is research-based, extended in duration, and deeply connected to the day-to-day work of teaching and learning

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing relevant, job-embedded, personalized professional development opportunities for educators that promote continuous growth, use peer observation, and promote reflection on practice

RIDE WILL

Develop guidelines for relevant and engaging professional learning for teachers and administrators

RIDE WILL

Provide models and tools for using educator and classroom data to inform decisions about professional learning and development

FOCUSED TRAINING FOR EDUCATORS WORKING IN URBAN SCHOOLS

KEY OUTCOMES

- Increased recruitment and retention of educators in underrepresented and hard-to-staff fields
- Increased diversity of the educator workforce
- Improve mutually beneficial, collaborative partnerships between educator-preparation programs and local education agencies

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RIDE WILL

Partner with postsecondary education to develop specific training programs for teaching and leading in urban schools

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Offering professional development and training programs relevant to service in urban schools

EDUCATOR PREPARATION PROGRAMS AND ORGANIZATIONS CAN HELP BY…

- Working in partnership with the Rhode Island Department of Education, school districts, and schools to develop high-quality preparation programs for those aspiring to teach and lead in urban schools

PROFESSIONAL ORGANIZATIONS FOR EDUCATORS CAN HELP BY…

- Working in partnership with the Rhode Island Department of Education, school districts, and schools to develop high-quality training programs for teaching and leading in urban schools

RIDE WILL

Partner with postsecondary education to increase the recruitment and retention of educators who are culturally diverse and of educators working in hard-to-staff fields

EFFECTIVE PRACTICES IN PERSONNEL MANAGEMENT

KEY OUTCOMES

- Increased percentage of high quality educators retained in their first three years of practice in urban schools
- Creation of a tiered educator-career pathway that fosters growth and leadership within and beyond the classroom
- Local education agencies implement a coherent and comprehensive approach to managing educator talent

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RIDE WILL

Develop a framework and guidance for best practices for school districts and schools in managing personnel, especially relating to decisions about recruitment, hiring, placement, support, and retention

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Implementing effective practices in the areas of recruitment, hiring, placement, coaching, support, evaluation, and retention

RIDE WILL

Develop models for an educator career continuum that incorporate a tiered certification system and that provide multiple pathways through which educators with recognized expertise can take on a variety of meaningful leadership roles

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

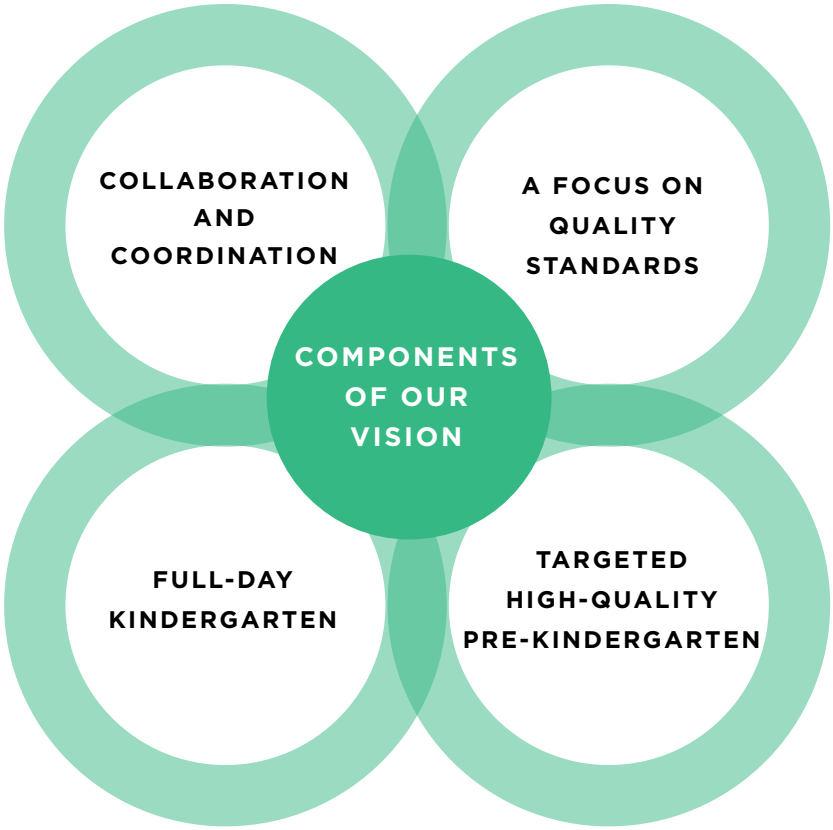
- Providing a career continuum that includes leadership roles for educators and school leaders, with their progress based on their demonstrated expertise

EARLY CHILDHOOD EDUCATION

GIVING EVERY CHILD A GREAT START

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to expand opportunities for meaningful and nurturing early childhood learning to get children off to a great start in school. All educational partners will work together to greatly increase access to high-quality early learning opportunities for children from age 3 through age 8. Our state agencies will work together to provide supports for children from birth to age 3, expand pre-kindergarten programming that is accessible to families and youth with the greatest need, ensure that there is full-day kindergarten in every community, provide the supports necessary to ensure that all children meet their developmental milestones from age 3 through age 8, and expand and improve preparation and professional development for early-childhood educators.



COLLABORATION AND COORDINATION

KEY OUTCOMES

- Increase early childhood developmental screening rates for children ages 3-5 by 15 percentage points
- A cohesive statewide system of early childhood education in which all state and local education agency programs/initiatives related to children birth through grade 3 use aligned language, standards, and expectations for early learning programs, educators, and children

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RIDE WILL

Promote the use of high-quality health and educational screening of young children and the distribution of family-friendly information about early childhood development

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Supporting the distribution of high quality, family-friendly information about early childhood development screenings, and the important role of early education screening
- Partnering with health care providers and early childhood programs to promote high-quality early childhood screening
- Expand screening services for children ages 3-5

COMMUNITY AND FAMILY-BASED PROVIDERS CAN HELP BY…

- Partnering with health-care providers and school districts to promote high-quality early childhood screening

HEALTH-CARE PROFESSIONALS CAN HELP BY…

- Sharing developmental benchmarks and screening information with the families of toddlers and youth and communicating the importance of education

RIDE WILL

Participate in the coordination and streamlining of multi-agency oversight of early learning programs across Rhode Island

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Improving cooperation with family- and community-based early childhood education providers to improve and promote seamless transition into kindergarten

COMMUNITY AND FAMILY-BASED PROVIDERS CAN HELP BY…

- Improving communications and cooperative planning with school districts to prepare children academically, socially and emotionally for kindergarten and elementary school
- Coordinating with schools and districts to ensure that children make seamless transitions from their early learning environment to kindergarten

A FOCUS ON QUALITY STANDARDS

KEY OUTCOMES

- Develop and implement a tool to evaluate students at school entry using the kindergarten readiness profile
- Increase number of students in grade 3 performing at grade level in mathematics and reading by 10 percentage points
- Increase early learning programs reaching the highest state benchmarks for program quality by 28 percentage points

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RIDE WILL

Expand the adoption and use of the Rhode Island Early Learning and Development Standards, including providing the necessary support and professional development for educators

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Fully implementing the Rhode Island Early Learning and Development Standards, including providing the necessary support and professional development for educators and support staff in pre-kindergarten to grade 3

COMMUNITY AND FAMILY-BASED PROVIDERS CAN HELP BY…

- Fully implementing all aspects of the Rhode Island Early Learning and Development Standards, including offering research-based professional development and learning opportunities for early childhood educators and support staff

RIDE WILL

Support and promote the use of standards-based expectations for early childhood educators, providers, and programs in order to develop a comprehensive, high-quality system of early learning programs

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Delivering early childhood programming that meets or exceeds established statewide standards-based expectations

COMMUNITY AND FAMILY-BASED PROVIDERS CAN HELP BY…

- Delivering early childhood programming that meets or exceeds the established statewide standards-based expectations

EDUCATOR PREPARATION PROGRAMS CAN HELP BY…

- Providing rigorous professional development on the early childhood standards for educators and practicum experiences that help aspiring educators and leaders recognize those quality standards in action

TARGETED HIGH QUALITY PRE-KINDERGARTEN

KEY OUTCOME

- Increase the number of four-year-olds enrolled in state-funded high quality pre-kindergarten programs in Rhode Island's highest-need communities by 16 percentage points

RIDE WILL

Advocate for and allocate resources in order to expand access to high-quality pre-kindergarten to families and youth with the greatest need

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing or expanding high-quality, nurturing pre-kindergarten programs
- Widely publicizing the availability and importance of high quality pre-kindergarten programs, especially for families and youth with the greatest need
- School committees promoting and investing in high-quality pre-kindergarten programs within their district and in partnership with their community

COMMUNITY AND FAMILY-BASED PROVIDERS CAN HELP BY…

- Developing high-quality, nurturing pre-kindergarten programs
- Accessing state and local support and technical assistance to support program improvement

OTHER STATE AGENCIES CAN HELP BY…

- Investing state funds to increase the number of seats in high-quality pre-kindergarten programs that are available to families and youth with the greatest need

FULL-DAY KINDERGARTEN

KEY OUTCOMES

- Increase the percentage of Rhode Island school districts providing high-quality universal full-day kindergarten to 100%

RIDE WILL

Advocate for state education aid to support implementation of full-day kindergarten

RIDE WILL

Enforce the requirement for high-quality full-day kindergarten statewide

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

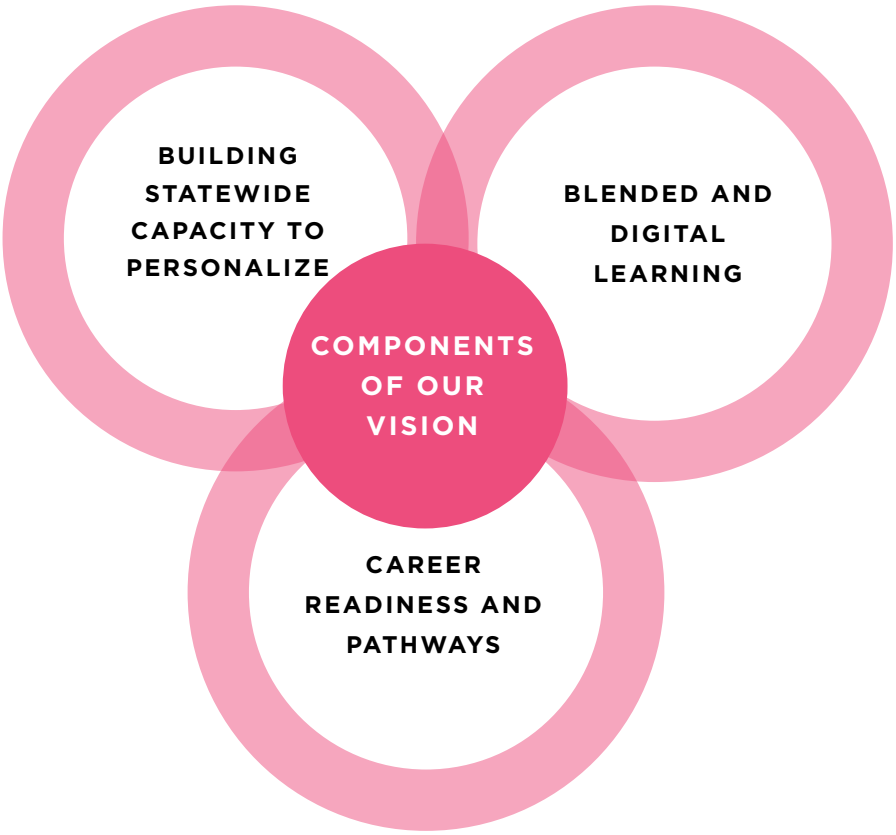
- Implementing high-quality full-day kindergarten

PERSONALIZED LEARNING STATEWIDE

CREATING EXPERIENCES AND PATHWAYS THAT MEET STUDENTS' INDIVIDUAL NEEDS

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to provide an educational system in which every student is enrolled in rigorous learning environments that meet their individual needs and through which students progress based upon their demonstrated mastery of essential, aligned, and agreed-upon rigorous academic and 21st century skills. Starting in early childhood, students have access to personalized learning experiences that are experiential, blended, flexible, and differentiated; as a result of these experiences, students will be able to control the pace, place, and content of their learning experience while meeting state and local requirements. Rhode Island middle and high school students will have access to a wide range of high quality early college and early career training programs that enable them to earn high-value, portable credit and credentials. Rhode Island schools and districts will have systems and opportunities that expand students' access to personalized learning, and teachers will have the skills needed to enhance personalization in and outside the classroom.



BUILDING STATEWIDE CAPACITY TO PERSONALIZE

KEY OUTCOMES

- Increased number of schools implementing a school-wide proficiency-based model for instruction and advancement
- Students attend schools that are personalized to meet their individual needs
- Increased number of students meeting course requirements in learning experiences outside of the school day

RIDE WILL

Partner with school districts and teacher-preparation programs to prepare current and pre-service educators in the skills to personalize student learning

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Expanding and improving professional development in the areas of personalized instruction

EDUCATOR-PREPARATION PROGRAMS CAN HELP BY…

- Expanding and improving the training of aspiring educators in personalized instruction through blended and proficiency-based learning

RIDE WILL

Pursue funding to create an innovation fund to support personalized learning at elementary, secondary, and adult learning levels

RIDE WILL

Advocate for funding to increase one-student-to-one-computer technology needs across the state

RIDE WILL

Establish a policy and a fiscal framework that enables student control over the pace, space, and content of their learning while meeting state and local requirements

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Revising school and district policy, practice, and procedures to promote greater levels of student control over their learning while meeting state and local requirements
- Utilizing individualized learning plans (ILPs) to best support every learner in meeting their personalized learning needs and goals

RIDE WILL

Collaborate with districts to create approaches to funding and partnerships among postsecondary education, and business/community organizations that result in credit-bearing learning opportunities outside the school day, year, and building

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Collaborating with community partners to expand student access to learning opportunities outside the school day and year

POSTSECONDARY EDUCATION, BUSINESS, AND COMMUNITY ORGANIZATIONS CAN HELP BY…

- Providing students with meaningful learning experiences outside of school, including expanded learning opportunities, internships, work-related experiences, and apprenticeships

BLENDED AND DIGITAL LEARNING

KEY OUTCOMES

- Increase percentage of schools that offer full-time access to high-quality technology to support personalized learning
- Increased number of students in kindergarten through grade 12 who are learning in environments that are using blended learning models

RIDE WILL

Support personalization by promoting and supporting school adoption of best and emerging practices in K-12 blended and digital learning

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Expanding K-12 access to high-quality digital and blended learning opportunities that provide students the ability to control the pace, space, and content of their learning
- Adopting an online platform to manage student work and promote efficient personalization and proficiency-based advancement

RIDE WILL

Develop a state technology plan that supports one-student-to-one-computer ratios, improvement to statewide technology infrastructure, and district technology planning to meet student and school needs

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing and maintaining a multi-year technology plan aligned with the district and school plan for blended and digital learning
- Creating strong implementation plans prior to major device investments to improve instruction in personalized learning for all students
- School committees understanding and supporting prudent technology planning and infrastructure and device investments designed to dramatically improve student access and outcomes

CAREER READINESS AND PATHWAYS

KEY OUTCOMES

- Students have the opportunity to enroll in flexible college and career pathways and programs that fit their needs
- Double the number of credits awarded to students participating in dual and concurrent enrollment courses of their choice
- Increase student participation in Advanced Placement courses by 11 percentage points
- Increase the number of juniors and seniors earning industry-recognized credentials by 5 percentage points

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RIDE WILL

Organize and approve opportunities for student and adult access to college and career ready education and training programs that yield portable credits and/or credentials

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Expanding student access to early college and early career education and training programs that yield portable credits and credentials
- Expanding and deepening college and career counseling services, including the use of individualized learning plans (ILP) to inform youth and adult decision-making

OUR POSTSECONDARY EDUCATION PARTNERS CAN HELP BY…

- Expanding early college access programs and supporting students' participation

BUSINESS AND INDUSTRY CAN HELP BY…

- Partnering with schools in the development and management of career and technical education programs

RIDE WILL

Develop statewide articulation agreements with postsecondary education and industry partners that will streamline and simplify the process for districts and schools to offer post-secondary credit to school-age youth

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Utilizing articulation agreements with postsecondary and industry partners to offer personalized college and career-ready courses for students

OUR POSTSECONDARY EDUCATION PARTNERS CAN HELP BY…

- Collaborating with the Rhode Island Department of Education to develop statewide articulation agreements with the K-12 system that will streamline and simplify the process for districts and schools to offer postsecondary credit to school-age youth

RIDE WILL

Collaborate with school districts, adult education providers, and business partners to offer recognized career-ready credentials and skill transcripts

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing students with access to state-recognized career-ready credentials and skill transcripts

EMPLOYERS AND INTERNSHIP PROVIDERS CAN HELP BY…

- Partnering with school districts to complete employability skills assessments and transcripts

RIDE WILL

Fund, performance monitor, and set priorities for adult educational services in partnership with high-quality providers

ADULT EDUCATION PROVIDERS CAN HELP BY…

- Delivering responsive and relevant adult educational services

GLOBALLY COMPETENT GRADUATES

PREPARING OUR NEXT GENERATION OF GLOBAL CITIZENS

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to become a state in which all of our high-school graduates are globally competent and prepared for the global labor market. All of our graduates will be ready to investigate the world, recognize the perspectives of others, communicate their ideas to diverse audiences, and take actions to improve conditions in our world. Preparing our students to be global citizens requires investing in the social and emotional health of our students, building the cultural competence of students and educators, and expanding student access to dual-language and world language instruction. The diversity of Rhode Island is an asset that will help us prepare our graduates for success in local and global society.

SOCIAL AND EMOTIONAL LEARNING AND WELLNESS

KEY OUTCOMES

- Rhode Island graduates possess the social and emotional skills necessary to persevere through challenging circumstances, to work in partnership with others, and to develop a growth mindset
- Increase the percentage of students and families who describe their school and their educators as welcoming and culturally respectful

RIDE WILL

Develop standards for social and emotional learning in kindergarten through grade 12 and recommend curriculum and best-practice approaches for meeting these standards

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing professional development for support professionals, educators and school leaders on social and emotional skills development
- Providing opportunities for students to demonstrate and practice skills related to social and emotional learning

RIDE WILL

Collaborate with school districts and key educational partners to measure and improve school climate

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Collecting and using data on school climate to improve the culture of schools

RIDE WILL

Collaborate with public and private mental- and behavioral-health providers to expand the quality and quantity of in-school mental- and behavioral-health services

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Partnering with mental-health providers to expand student access to high-quality mental- and behavioral-health services in schools

COMMUNITY AND MUNICIPAL PARTNERS CAN HELP BY…

- Committing public and private resources to assist schools in supporting the social and emotional needs of students
- Collaborating with schools to co-locate high quality mental and behavioral health services in schools

STATE AGENCIES AND HEALTH-CARE PROVIDERS CAN HELP BY…

- Creatively partnering with schools to increase student access to low- or no-cost mental- and behavioral health services

EDUCATOR PREPARATION PROGRAMS CAN HELP BY…

- Expanding the focus on social and emotional learning as part of the pre-service classroom and practicum experience

CULTURAL COMPETENCY

KEY OUTCOME

- Aspiring educators and leaders prepared through Rhode Island's educator preparation programs have increased instruction on cultural competency and its role in classrooms and schools

RIDE WILL

Adopt cultural competency standards and promote a statewide understanding of those standards

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Implementing statewide cultural competency standards for educators and students

RIDE WILL

Work with school districts and educator preparation programs to prepare current and pre-service educators in cultural competency

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing professional development for educators and leaders on cultural competency

EDUCATOR PREPARATION PROGRAMS CAN HELP BY…

- Preparing aspiring educators in cultural competency standards and practice

RIDE WILL

Promote best practices that develop students' cultural competency

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing direct instruction in cultural competency
- Providing students with opportunities to demonstrate and practice cultural competency skills
- Providing or expanding students' access to activities that promote healthy cultural identity and rich peer-based experiences
- Welcoming and engaging with all families, especially those with diverse ethnic, linguistic, and cultural backgrounds

DUAL-LANGUAGE AND WORLD LANGUAGE INSTRUCTION

KEY OUTCOMES

- Increase students in pre-kindergarten through grade 12 accessing high-quality, proficiency-based language programs by 10 percentage points
- Double the number of students participating in dual-language programs that focus jointly on English and world language literacy and fluency
- 14% of high-school graduates earn the Rhode Island seal of biliteracy

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RIDE WILL

Promote the expansion of dual-language and world language programming and promote biliteracy for all students

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Expanding student access in pre-kindergarten through grade 12 to dual-language and world language instruction and application
- School committees supporting the district and school-level expansion of dual-language and world language programs

RIDE WILL

Adopt a biliteracy seal that students can earn based on their level of proficiency

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

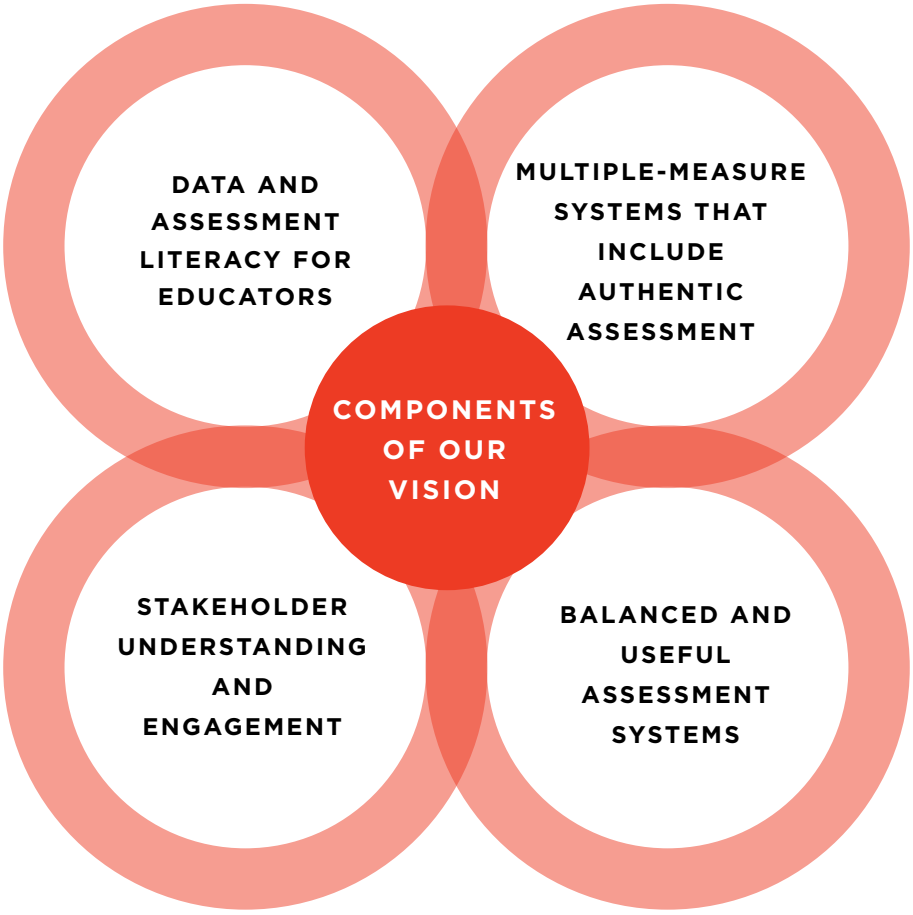
- Awarding the seal of biliteracy to eligible students

INFORMED INSTRUCTIONAL DECISION-MAKING

USING ASSESSMENT SYSTEMS THAT WORK FOR SCHOOLS, EDUCATORS, AND STUDENTS

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to link assessments to curriculum and to instructional practices in order to improve teaching and learning in every classroom. Our robust, manageable assessment systems will ensure that educators have the information they need to improve and adapt their classroom practices. Students, educators, and families will understand the purpose of assessments and how assessments align with the teaching and learning that takes place in school every day. There will be a balance between instruction and assessment so as to meet the needs of educators and of students.



DATA AND ASSESSMENT LITERACY FOR EDUCATORS

KEY OUTCOMES

- Educators are skilled users of data on student learning to make instructional decisions that support increased student achievement
- Rhode Island has published guidance and tools to build assessment literacy and the use of assessment data to support teaching and learning and inform curriculum development

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RIDE WILL

Create and implement a statewide vision for development and use of assessments that improve teaching and learning and are useful to educators at the state, district, and school levels

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Creating and implementing the statewide vision for assessment literacy in partnership with the Rhode Island Department of Education and other districts

RIDE WILL

Support a statewide focus on assessment literacy that includes the vetting of high-quality staff development focusing on assessment development and data use; the creation of best-practice assessment timelines, templates, and resources; and the establishment of cadres of highly trained educators who partner with schools and districts to improve assessment practices and assessment literacy statewide

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Providing rich professional development opportunities that focus on assessment literacy
- Utilizing best practice assessment timelines and templates to improve assessment practices and the use of data
- Using assessment and other educational data to inform teaching and learning
- Providing structured time for professional collaboration on assessment and its connection to classroom practice (e.g., examining student work, studying calibration practices, creating "broader" assessments)

PROFESSIONAL ORGANIZATIONS FOR EDUCATORS CAN HELP BY…

- Providing their membership with professional development opportunities that focus on the effective use of assessment systems, data, and assessment literacy

EDUCATOR PREPARATION PROGRAMS CAN HELP BY…

- Enhancing instruction in assessment tools and types, assessment literacy, and the use of data to support instructional decision-making

MULTIPLE-MEASURE SYSTEMS THAT INCLUDE AUTHENTIC ASSESSMENT

KEY OUTCOMES

- An increased number of schools and districts use multiple and high-quality assessments as part of a comprehensive, instructionally supportive assessment system that informs student learning
- The Rhode Island state and federal accountability system includes multiple valid and reliable measures of school performance

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RIDE WILL

Support school and district teams to develop robust, valid, and manageable comprehensive assessment systems that use multiple, modern, and diverse types of assessments

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing comprehensive assessment systems that use multiple measures with a focus on meeting the needs of individual students

RIDE WILL

Investigate and pursue innovative forms of assessment and promising data platforms that support instructional decision-making

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Working in partnership with the Rhode Island Department of Education to pilot emerging, innovative assessment forms and promising platforms that support instructional decision-making

BALANCED AND USEFUL ASSESSMENT SYSTEMS

KEY OUTCOMES

- Schools and districts achieve an appropriate balance between classroom instruction and the administration of high-quality assessments that support teaching and learning and inform curriculum development
- School and district assessment practices include formative, interim, and summative tools that are useful in the day-to-day practice of teaching and learning

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RIDE WILL

Examine state and local assessment practices in partnership with school districts to ensure that an appropriate amount of time and personnel are invested in the administration of state and local assessments

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Examining current district, school, and classroom assessment practices to ensure that there is an appropriate balance of time dedicated to instruction and to assessment

RIDE WILL

Support school districts in the development of a balanced set of assessments that include multiple measures and an appropriate blend of formative, interim, and summative assessments that provide valid, reliable, and useful data to inform instruction

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Examining current assessment practices to develop a balanced set of assessments that include multiple measures and an appropriate blend of formative, interim, and summative assessments that provide valid, reliable, and useful data to inform instruction

STAKEHOLDER UNDERSTANDING AND ENGAGEMENT

KEY OUTCOMES

- Educators, students, families, and the community-at-large understand the purpose of assessments and how the process of documenting and communicating student learning is used to improve teaching and learning and ensure that all students are making progress
- Students are involved in their own assessment so that they understand and can talk about their level of knowledge and skills and set goals based on this information

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RIDE WILL

Develop useful communication strategies, tools, and reports that help families, students, and the community access and understand educational data

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing strategies to engage families in understanding the important role assessments play and how assessments benefit students and improve their academic achievement
- Engaging students in making meaningful decisions about their education by providing them with useful and relevant educational and assessment data
- Empowering students with opportunities to provide meaningful feedback on their educational experiences
- Developing and implementing strategies, tools, and systems at the local level to track, analyze, and report data on student performance

ADVOCACY, COMMUNITY, AND PARENT-SERVING ORGANIZATIONS CAN HELP BY…

- Actively engaging students, families, and the community in understanding the role and importance of assessments in improving students' academic achievement

PARENT-SERVING ORGANIZATIONS CAN HELP BY…

- Engaging and preparing families to access, understand, and use relevant educational data

STUDENT-CENTERED RESOURCE INVESTMENTS

INVESTING TO SUPPORT OUR STUDENTS, EDUCATORS, AND LEARNING ENVIRONMENTS

OUR VISION FOR SUCCESS IN 2020

Rhode Island aspires to invest education dollars and to manage public-school assets with a focus on meeting the needs of students, teachers, and schools. The wise use of resources will require many of us to change our spending habits and to actively pursue new funding sources; increased state and local school funding cannot solve all of the problems Rhode Island faces. Recognizing the importance of our school facilities, Rhode Island aspires to meet high standards for school construction and renovation, while prioritizing school facilities with the greatest need.

INCREASED RESOURCE FLEXIBILITY

KEY OUTCOMES

- Increase competitive and philanthropic funding for the strategic priorities set forth in this strategic plan
- Increased flexibility in resource allocation that enables education leaders at the state and local levels to invest in the areas that have the greatest impact on student learning

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RIDE WILL

Vigorously pursue competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Vigorously pursuing competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

CORE EDUCATIONAL PARTNERS CAN HELP BY…

- Vigorously pursuing competitive and philanthropic funding to achieve the priorities set forth in this strategic plan

RIDE WILL

Advocate for relief from prescriptive policies and regulations and promote and provide autonomy for school districts to invest resources to meet student needs

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Making maximum use of available state flexibility and advocating for local policy flexibility to make independent resource investment decisions

IMPROVED USE OF FISCAL DATA

KEY OUTCOMES

- School districts, school committees, and the community have access to and make good use of state and local financial reports and tools
- Increase in the number of those who access RIDE-published fiscal data

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RIDE WILL

Provide useful metrics, reports, and tools that blend fiscal and program data to support informed budget and program decisions

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Utilizing metrics, reports, and tools that blend fiscal and program data to support informed budget and program decisions
- Providing professional development for school leaders on the appropriate metrics, reports, and tools that blend personnel, assessment, and resource data to help school leaders make informed decisions
- Partnering with the Rhode Island Department of Education and other educational professionals to increase school committee members' understanding of fiscal data, educational budgets, and wise financial management practices

PROFESSIONAL ORGANIZATIONS FOR EDUCATORS CAN HELP BY…

- Working within their membership to increase understanding of fiscal data, educational budgets, and informed budget decisions

RIDE WILL

Collect and share best practices to support improved state and local budget creation, including multi-year budgeting that aligns with strategic priorities

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Using best practices in school budgeting that include fiscal data and expense and revenue projections on a multi-year horizon
- School committees advocating for the use of best practices in school budgeting that include expense and revenue projections on a multi-year horizon

IMPROVEMENT OF THE STATE FUNDING FORMULA

KEY OUTCOME

- Rhode Island's funding formula for aid to education supports the ability of the state and local communities to provide equitable student access to high-quality educational programs, services, and facilities across Rhode Island

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RIDE WILL

In participation with core stakeholders, study the funding formula to review its success in delivering equitable access to high-quality programs, services, and facilities across Rhode Island

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Collaborating with the Rhode Island Department of Education to assess the state funding formula, focusing on the accurate identification of strengths, weaknesses, and proposed refinement

RIDE WILL

Develop a proposal for refinement of the funding formula that responds to the results of its study and improves its delivery of equitable access to high-quality programs, services, and facilities across Rhode Island

RESPONSIBLE STATE AND DISTRICT RESOURCE INVESTMENT

KEY OUTCOME

- Through increased state, regional, and local efficiencies, service sharing, best practices, and cost management, Rhode Island achieves savings at the state and local level and redirects funds towards educational priorities

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RIDE WILL

Support district and school leaders to develop budgets that systematically invest in the programs likely to yield the greatest benefits to students and incrementally adjust investments with limited benefits to student learning

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Using best-in-class budget processes and tools
- Routinely using state and local data to evaluate educational program success and using that information to inform investment decisions

RIDE WILL

Promote student-centered investment decisions by leading and promoting collaboration across agencies and school districts to eliminate duplication of services and expenses and to maximize savings

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Partnering with other school districts to achieve savings through the sharing of services and through other cost-containment programs and reinvesting savings in high-impact educational programs
- Optimizing economies of scale
- Fostering partnerships with postsecondary-education, business, and community partners and organizations for expanded learning opportunities

OTHER STATE AGENCIES CAN HELP BY…

- Working together to make the best use of funding opportunities, to eliminate duplication, and to focus on student success

POSTSECONDARY-EDUCATION, BUSINESS, AND COMMUNITY PARTNERS, AND PRIVATE AND NONPROFIT AGENCIES CAN HELP BY…

- Working to increase and improve the fiscal, human, and operational resources in school districts and schools
- Providing in-kind and financial resources for meaningful learning experiences for students outside the school day, year, and building

IMPROVED SCHOOL FACILITIES

KEY OUTCOMES

- Statewide assessment of public school facilities is completed and results in a definable prioritization report based on Rhode Island adequacy standards for public school facilities
- Increase the number of schools below the minimum threshold of adequacy that receive state support through school housing
- A state and local school facilities program that focuses on ensuring our students learn in educationally appropriate facilities, maximizes available space and cost efficiency, and protects our investments in school facilities

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RIDE WILL

Develop facilities-adequacy standards to drive state and local facilities planning, promote investments in our highest-need school facilities, and equitably address statewide facilities' needs

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Conducting school facility analysis and participating in a statewide independent review of school facilities
- School committees supporting and advocating for prudent district pursuit of state and local funding for critical facilities improvements and projects
- Investing in improvements to maintain safe and healthy school facilities

RIDE WILL

Manage the school-construction program to promote cost efficiency, space utilization, and asset protection to maximize investments and minimize state and municipal indebtedness

RHODE ISLAND SCHOOLS AND DISTRICTS CAN HELP BY…

- Developing and maintaining strong asset protection programs
- Conducting educational facility analysis to identify opportunities for optimizing utilization for all school facilities, including co-locating youth and community-serving programs
- Working with municipal partners to establish a local capital reserve fund to reduce an overreliance on borrowing

RHODE ISLAND CITIES AND TOWNS CAN HELP BY…

- Supporting reasonable asset-protection needs for school facilities
- Establishing a district capital reserve fund to support small school-facilities projects
- Limiting bonding and other financing to larger, long-term projects in order to reduce debt and interest costs

AREAS OF JOINT WORK

DEPARTMENT OF ELEMENTARY & SECONDARY EDUCATION OFFICE OF POSTSECONDARY EDUCATION

In order to ensure the success of students and educators across the PK-20 continuum, the Rhode Island Department of Elementary and Secondary Education (RIDE) and the Rhode Island Office of the Postsecondary Commissioner (OPC) are committed to partnering together on the following three priority areas: workforce readiness, early college access and success, and teacher preparation. The success of this joint plan depends on the ability to collect, analyze, and report data across both systems. Comprehensive and coordinated data analysis will improve decision-making, support greater transparency and alignment, and promote student success.

PRIORITY AREA 1: WORKFORCE READINESS

PK-12 & ADULT EDUCATION: AREAS OF WORK	SHARED OUTCOMES & AVAILABLE MEASURES	HIGHER EDUCATION: AREAS OF WORK
Increase youth and adult access to and participation in credential-bearing education and training programs	Increase in access to and participation in career training opportunities in all areas, with an emphasis in state priority sectors • CTE concentrator participation rates: 2020 goal of a 15% increase* • Number of CTE programs in state priority sectors: 2020 goal a 25% increase • Number of higher education courses of study in state priority sectors: TBD	Align and expand academic and vocational offerings in areas of current and projected workforce needs
Partner with business and industry that support relevant skill development in youth and adults		Partner with business and industry to broaden relevant learning opportunities for students
Expand access hands-on learning opportunities for learners K-12		Expand the opportunities for experiential learning and soft-skills training
Develop career awareness and counseling programs that are connected to business and industry		Develop robust career advising programs that are connected to business and industry
Create coordinated college and career pathways that enable Rhode Island youth and adults to progress to and through postsecondary training and education programs	Increase in number of industry-recognized credentials earned by youth and adults • K-12 credential earning rates: 2020 goal of a 14% increase • Higher education credential earning rates: TBD	Create coordinated college and career pathways that enable Rhode Island youth and adults to progress to and through postsecondary training and education programs

* All change represented as a percentage point change

PRIORITY AREA 2: EARLY COLLEGE ACCESS AND COLLEGE SUCCESS

PK-12 & ADULT EDUCATION: AREAS OF WORK	SHARED OUTCOMES & AVAILABLE MEASURES	HIGHER EDUCATION: AREAS OF WORK
Expand and improve college and career counseling services to youth and adults, including financial aid advising	Increase in postsecondary persistence and completion rates for Rhode Island high school graduates • Persistence measure for recent RI high school graduates: TBD • Completion measure for recent RI high school graduates: TBD	Implement best practices for academic, career, and financial aid advising, with particular attention to addressing the needs of at-risk students
Establish statewide articulation agreements that expand student access to college-credit-bearing programs	Decrease in remediation rates • Remediation rate for recent RI high school graduates: TBD	Ensure that freshman placement are clearly articulated with performance in high school courses
Expand course offerings in concurrent enrollment programs	Increase in student participation in early college access programs • Student enrollment in dual and concurrent courses: TBD • Number of dual and concurrent enrollment courses offered: TBD • Number of college credits earned by high school students: 2020 goal of 10,000 credits earned	Establish statewide articulation agreements that expand student access to college-credit-bearing programs
Increase student participation in and credit-earning rates in dual and concurrent enrollment and Advanced Placement courses	Establishment of a statewide college-ready standard and an assessment tool or tools for its measurement	Expand dual enrollment offerings at public institutions
Establish a statewide college-ready standard through the alignment of PK-12 and higher education standards and assessments	Increase in FAFSA completion rates: TBD	Establish a statewide college-ready standard through the alignment of PK-12 and higher education standards and assessments
Collect and analyze data on student performance and risk factors to promote postsecondary enrollment and success	Increase in 529 plan utilization: TBD	Collect and analyze data on student performance and risk factors to promote postsecondary enrollment and success

PRIORITY AREA 3: TEACHER PREPARATION

PK-12 & ADULT EDUCATION: AREAS OF WORK	SHARED OUTCOMES & AVAILABLE MEASURES	HIGHER EDUCATION: AREAS OF WORK
Collaborate with teacher preparation programs to expand candidate exposure to blended learning, personalization, cultural competency, social and emotional learning, assessment literacy, and early childhood development and education	Increase in partnerships between school districts and Rhode Island teacher preparation programs • Student teacher placements in urban schools: TBD • Innovative partnerships that enhance both K-12 schools and teacher prep program quality	Ensure that teacher preparation curricula at public institutions meet outcome certification requirements and address the needs of employers, specifically RI school districts
Collaborate with teacher preparation programs to enhance pre-service exposure to and training in urban schools	Increase in placement and retention of graduates of Rhode Island teacher preparation programs in Rhode Island public schools, with an emphasis on urban placements • 3-year retention rate for recent graduates of RI teacher prep programs: TBD • Placement and retention rates for RI teacher prep program graduates in urban RI public schools: TBD	Provide incentives to attract and retain excellent education graduates
Provide incentives to attract and retain excellent education graduates	Increase statewide percentage of educators meeting needs in shortage areas by focusing on • Percentage of current Rhode Island educators meeting diversity indicators • Decrease in the number of emergency certifications in shortage areas • Number of graduates from educator preparation programs meeting diversity indicators • Number of graduates from educator preparation programs in STEM areas	Ensure that educator training programs recruit and retain students in shortage areas, including educators of color and those trained in STEM areas
Support recruitment efforts for shortage areas and educators of color		

SAILING AHEAD

STRATEGIC PLAN FOR POSTSECONDARY EDUCATION (2015-2020)

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INTRODUCTION

Hope is the Rhode Island state motto, and there are many reasons to be optimistic about public postsecondary education in Rhode Island.

Strong momentum exists at the state level from the legislature and the governor, at the campus level from our three institutions of higher learning, and at the community level from students, parents, and employers. Increased state funding for our colleges and university, establishing the Office of the Postsecondary Commissioner, and creating the Council on Postsecondary Education of the Board of Education demonstrate Rhode Island's commitment to better align public higher education with the educational and economic needs of the state.

As many other states have come to realize, transforming postsecondary education requires more than small improvements or pilot programs. This is a time for bold, strategic, and systemic change. This five-year plan charts a course toward a system of higher education where Rhode Islanders have access to high-quality public education that they can afford, where they have the supports they need to succeed, and where they graduate with the skills employers want in today's complex and changing economy.

WHERE WE ARE

Budget instability as a result of the recent recession and rising student debt has significantly impacted public higher education in states across the nation, including Rhode Island. Historical data on funding levels reveal that state support for higher education institutions has declined steadily and precipitously since 1980. Figures show that Rhode Island is funding the public colleges and university at levels below its support for them in 1963, ranking 42nd nationally in its support for higher education.[1] These figures are improving thanks to Governor Raimondo's and the General Assembly's support for higher education in the state budget.

At the same time, the costs of higher education have continued to rise, and students are expected to bear an ever greater share. Currently, Rhode Island students and families pay 70.1% of the costs of public higher education (much higher than the national average of 47.1% and 5th highest nationwide).[2] These increasing costs limit access to postsecondary training and education, especially for underserved and underrepresented populations. Flagship institutions like the University of Rhode Island have responded by increasing institutional resources dedicated to financial aid, but they have a limited ability to expand aid further to keep up with student needs.

Financial considerations are not the only challenge for students seeking a postsecondary credential. Many students lack the necessary social and institutional support structures to help them complete their programs of study. Other students struggle with competing priorities, such as having to work or care for loved ones, while others lack a clear vision of how their studies advance their goals. In Rhode Island, populations of color face particular challenges, with attainment rates 26% lower on average than whites.[3]

And yet, earning a postsecondary credential is more important than ever. Estimates suggest that by 2020, 71% of Rhode Island jobs will require an industry certificate or college degree.[4] Currently, only 60% of Rhode Islanders have the necessary qualifications. This difference points to a "skills gap" between the training employers require and the preparation of our workforce. Insufficient support for human capital development and university research has contributed to the current inability of our state to transform itself from a primarily low-skilled, industrial based economy to a more sustainable, diversified modern economy.

Other states are moving aggressively to address these challenges by expanding college access, raising completion rates, aligning degree and certificate programs with the needs of employers, and strengthening institutional capacity.

WHERE WE'RE HEADED

In order to become more competitive and build greater prosperity, the Ocean State needs a coordinated, comprehensive system of public higher education that is responsive to the state's economic and demographic changes. This strategic plan provides a framework for change and charts a clear course ahead. It includes values that will inform the next five years of work, as well as priorities for action. Implementing this plan will require input and effort from key stakeholders: the Council of Postsecondary Education, Office of the Postsecondary Commissioner, the three public institutions of higher learning (University of Rhode Island, Rhode Island College, and the Community College of Rhode Island), and the RI Department of Elementary and Secondary Education, as well as students, families, faculty, business and political leaders, and community members.

VALUES

Our values inform both the overarching goals for our system of higher education and the processes for achieving those goals.

EXCELLENCE

Excellence is the cornerstone of higher education. Students must gain the knowledge and skills to excel in their lives and work, and faculty must continue to excel in pedagogy and research so that they can be the knowledge drivers of our state. Other goals should not compromise excellence in academic standards.

EQUITY

Equity focuses on eliminating disparities around higher education access, affordability, and attainment. This is especially important for underserved and underrepresented populations, whose opportunities have historically been limited by factors including race and ethnicity, socio-economic status, and family educational background.

INVESTMENT

Investment means committing financial, institutional, and community resources to transforming our public system of higher education so that it becomes a more accessible and affordable pathway for our citizens and greater economic driver for our state.

PARTNERSHIP

Partnership requires coordinated and collaborative efforts by all stakeholders to improve higher education in Rhode Island.

INNOVATION

Innovation drives creative new programs and products, fuels business and industry, and leads the way to new solutions for society's most pressing issues.

IMPACT

Impact describes the purpose behind the endeavors undertaken in higher education. Individual and collective contributions, such as teaching, learning, research, and service, promote the greater good at the local, national, and global levels.

PRIORITIES

The following four priorities offer a framework for setting goals, initiating policies and programs, and measuring success in public higher education in Rhode Island over the next five years (2015-2020).

HIGHER ATTAINMENT
OPPORTUNITIES TO ACCESS AND AFFORD COLLEGE
PROSPEROUS ECONOMY
EFFECTIVE INSTITUTIONS

HIGHER ATTAINMENT

Completing a postsecondary credential brings opportunities for improved quality of life, higher lifetime earnings, stronger community engagement, and greater personal growth and fulfillment. Rhode Island has committed to the goal of improving statewide attainment to 60% by 2025,[5] and it is important to meet this ambitious goal without compromising our commitment to excellence. According to data recently published by the Lumina Foundation, 44% of the state's working-age adults (25-64) have an associate degree or higher.[6] This figure is significantly lower for populations of color. Among the black population, attainment is just over 30%, while among the Latino population the rate is even lower at 18%. There is no time to lose in addressing these disparities and improving our overall attainment rate.

TARGETS BY 2020

- **51.9% statewide postsecondary attainment[7]**
- **45,125 more degree holders ages 25-64 = 1814 additional new grads per year**
- **50% increase in attainment among Latino and black populations**

STRATEGIES

1. Support institutions in developing measures to evaluate persistence and attainment as part of performance-funding formula.

2. Support institutions to improve rates of persistence and attainment, especially for traditionally underserved and underrepresented populations.
   a) Partner with institutions to expand college completion programs to re-engage Rhode Islanders with some college credits and help them progress to completion.
   b) Partner with institutions to improve curriculum alignment and develop a general education core.
   c) Identify and implement best practices for reducing excess credits.
   d) Identify and implement best practices for promoting student resilience and engagement.

3. Support institutions in implementing components of the Complete College Rhode Island plan.
   a) Support institutions in implementing interventions to accelerate time to degree.
   b) Support institutions in establishing or expanding guided pathways.
   c) Support institutions in implementing or expanding structured schedules and/or learning communities.

OPPORTUNITES TO ACCESS AND AFFORD COLLEGE

Historical data on funding levels highlight the critical need for calculated, deliberate investments in higher education that ensure a postsecondary credential is attainable and affordable for all Rhode Islanders. Research by Ruffalo Noel Levitz points to two affordability thresholds that make a difference for students' enrollment, persistence, and completion: (1) having tuition, fees, and books covered; and (2) having 70% of total cost of attendance met.[8] Getting as many students as possible to these thresholds will make a significant positive impact on attainment in Rhode Island.

TARGETS BY 2020

- **100% of low-income[9] in-state students covered for cost of tuition, fees, and books at RI public institutions through grants, scholarships, and federal need-based student loans**
- **33% of low-income in-state students covered for 70% of the total of cost attendance (tuition/books/fees/room/board) at RI public institutions through grants, scholarships, and federal need-based student loans**
- **33% reduction in average debt of graduates from public institutions**

STRATEGIES

1. Implement last-dollar scholarship program to get more students across affordability thresholds.
2. Identify and add alternative revenue streams for need-based and merit-based financial aid.
   a) Advocate for increase in state funding for need-based financial aid for resident students.
   b) Secure available private and federal funding that can support student financial aid.
   c) Develop community-based sponsorships of resident students.
3. Incentivize institutions to reduce dependency on in-state student tuition funds, as compared with other funding sources.
4. Encourage institutions to increase need-based and merit-based financial aid.
5. Advocate for expanding student loan forgiveness programs.
6. Coordinate with Treasurer's office to expand utilization of state 529 plan.
7. Coordinate with other state offices and agencies to expand utilization of higher education tax incentives.

PROSPEROUS ECONOMY

The national and Rhode Island economy has changed significantly over the last generation as a result of technological advances and the globalization of markets and the workforce. Research shows that certain factors promote prosperity within this new economic landscape: (1) density of skilled workers; (2) access to good schools, colleges, universities, and health care; and (3) community leadership. Research also suggests that local economies, rather than global, national, or even regional economies, will drive overall growth. To attract new business investment and build a thriving economy, Rhode Island must commit to retaining its graduates and building communities with a greater density of educated citizens.

TARGETS BY 2020

- **20% increase in total # new graduates from URI, RIC, and CCRI in high-demand, high-wage areas**
- **10% increase in # recent graduates from URI, RIC, and CCRI entering state and national workforce**
- **Increase in economic impact of postsecondary education for Rhode Island's businesses and communities**

STRATEGIES

1. Coordinate with the Department of Labor and Training and the Governor's Workforce Board to map the alignment of academic and vocational offerings with current and projected workforce needs for the state.

2. Increase number of graduates with skills necessary for high-demand, high-wage fields.
   a) Partner with institutions to expand capacity in current programs that prepare students for high-demand, high-wage fields.
   b) Partner with institutions to develop new programs of study that meet identified needs in high-demand, high-wage fields.
   c) Partner with institutions to develop stackable credentials in key fields to promote education and skills training at all levels of the workforce and encourage progress in moving up career ladders.

3. Ensure that all students are prepared to enter workforce immediately after graduation.
   a) Partner with institutions to conduct learning outcomes assessments that demonstrate how curriculum advances 21st-century skills, such as critical thinking, analysis, application, and communication.
   b) Partner with institutions to expand experiential learning opportunities in coordination with businesses and communities, including project-based learning, internships, co-ops, and volunteer programs.
   c) Partner with institutions to incorporate soft-skills training into their curriculum and extracurricular activities.
   d) Partner with institutions to develop more robust career advising that engages the business community.

4. Partner with institutions to increase economic impact of business partnerships and research, especially at the local and state levels.

EFFECTIVE INSTITUTIONS

In order to ensure a strong and equitable community, Rhode Island must invest in higher education as a top priority. Struggling against decades of budget cutbacks, our institutions lack the funding needed to fulfill their mission, support our students, and drive their research initiatives. Rhode Island must commit itself to increasing funding for public higher education. This will be especially important as the system of higher education must increase its capacity to meet the ambitious goal of 60% attainment by 2025. At the same time, our institutions of higher learning must maximize the resources available to them and attract new revenue from federal and private sources. Moreover, we must develop a greater capacity to collect, analyze, and report system-wide data to inform decision making, monitor institutional effectiveness, improve accountability and transparency, and promote student success. This necessitates investing in a system to maintain and analyze comprehensive data on our institutions, facilities, students, and graduates.

TARGETS BY 2020

- **Diversification of revenue streams for higher education**
- **Restoration of state support to pre-recession ratios**
- **Increase in operational efficiencies**
- **Comprehensive data management system implemented**

STRATEGIES

1. Identify and secure additional revenue streams for postsecondary education.
   a) Advocate for more state funding for postsecondary education.
   b) Apply for and secure federal and private grant monies to support institutional capacity and research.

2. Establish and monitor performance-funding measures for each institution.

3. Coordinate with institutions to ensure they have sufficient capacity to meet goals for student attainment.

4. Streamline operations to reduce costs throughout system.
   a) Absorb the functions, duties, and responsibilities of the RI Higher Education Assistance Authority (RIHEAA) within the Office of the Postsecondary Commissioner (OPC).
   b) Review institutional operations to ensure efficient utilization and coordination of assets.
   c) Encourage institutions to maximize use of classroom space.
   d) Review capital improvement plans submitted by institutions to eliminate inefficiencies.
   e) Join NC-SARA consortium to streamline costs for engaging in distance learning initiatives.

5. Demonstrate progress toward achieving system-wide targets and objectives.
   a) Expand internal capacity to collect and analyze system-wide data.
   b) Develop processes for publishing system-wide data to improve accountability and transparency.
   c) Conduct studies comparing RI postsecondary data with peer systems to identify strengths and challenges of system.

SAILING AHEAD

At the end of WWII, the US made a bold decision to invest in the future of its economy by providing $1.9 billion annually to the education of veterans. This commitment to human capital gave people hope for personal and collective prosperity and enabled the WWII generation to become the "greatest generation."

It is possible that Rhode Island's next greatest generation is waiting for the opportunity to propel RI forward. Let us harness the winds of change and sail forth with the goal of greater prosperity for our students and communities.

ENDNOTES

1. See Postsecondary Education Opportunity, "State Investment and Disinvestment in Higher Education, FY 1961 to FY 2014" (Issue 260, February 2014).

2. See State Higher Education Executive Officers Association, "State Higher Education Finance (SHEF): FY 2014" (2015), Figure 9, p. 33: http://www.sheeo.org/sites/default/files/project-files/SHEF%20FY%202014-20150410.pdf.

3. Office of the Postsecondary Commissioner calculations based on US census figures and Rhode Island data in Lumina Foundation, "A Stronger Nation through Higher Education" (2015): http://strongernation.luminafoundation.org/report/#rhode-island.

4. See Georgetown University, Center on Education and the Workforce, "Recovery: Job Growth and Education Requirements through 2020" (2013), Figure 6, p. 8: https://cew.georgetown.edu/wp-content/uploads/StateProjections_6.1.15_agc_v2.pdf.

5. Postsecondary attainment includes an associate degree or higher.

6. See Rhode Island data in the Lumina Foundation's "Stronger Nation" Report (2015) above at n. 3. The report includes state-by-state progress toward the goal of 60% attainment by 2025.

7. Following the Lumina "Stronger Nation" Report (2015), postsecondary attainment figures include adults of working-age (25-64) with a two-year or four-year college degree.

8. Measures adapted from Ruffalo Noel Levitz, "Access Alert: How the Neediest Students Can Gain Access and Succeed through Strategic Financial Aid Awarding" (2007): https://www.ruffalonl.com/documents/shared/Papers_and_Research/2007/ACCESSreport_1007.pdf.

9. "Low-income" is understood as any student who is eligible for a federal Pell grant.

GLOSSARY OF COMMON PK-12 EDUCATION TERMS

To support a common understanding of this plan, the team has developed this glossary of the terms found throughout the plan. The glossary provides us with the language to define and explore complex education issues facing the state, avoid misunderstandings in discussions and application, and promote mutual understanding as we all work together to support public education in Rhode Island.

Adult Education:
classes offered by school districts, community colleges, and other public and private organizations for residents 18 years or older who are not enrolled in a high school

Assessment Literacy:
knowledge about the development and use of assessments to improve teaching and learning

Assessment:
the wide variety of methods that educators use to evaluate, measure, and document the academic readiness, learning progress, and skill acquisition of students from preschool through college and adulthood

Assessment, Forms of:

Formative:
assessments for student learning that take place in a variety of forms (such as quizzes, informal questioning, observations, discussions with students) during the instructional process to get real-time feedback about what students are learning so that instructional approaches, materials, and supports can be modified accordingly;

Interim:
assessments of and for student learning that take place periodically throughout a course or school year to determine if students are on track to performing well or meeting academic standards

Summative:
evaluations of student learning at the conclusion of a specific instructional period to determine if students have learned what was expected within a defined instructional period

Authentic Learning
a wide variety of educational and instructional techniques focused on what students are taught in school to real-world issues, problems, and applications so that what they are learning mirrors real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school; also known as Experiential Learning

Benchmark:
a standard or point of reference against which things may be compared or assessed

Best Practice:
a technique or methodology that, through experience and research, has been proven to reliably lead to a desired result

Blended Learning:
the practice of using both in-person and technology-based learning experiences when teaching students; for example, students using online tools with teacher support during class; another example, a mix of being taught by a teacher in the classroom and portions completed independently online outside the classroom

Calibration Practices:
multiple individuals work together to score a sample of submissions/work products before dividing and individually grading the remaining student work in order to minimize variation in interpretation of students' work

Career Continuum:
the stages through which a professional's career progresses; for educators: from preservice, to beginning, to career, to teacher leader, often to administrator

Career and Technical Education (CTE):
organized academic and work-related education that offers students opportunities for career awareness, career exploration and career preparation focused on providing them with the academic and technical knowledge and work-related skills necessary to be successful in postsecondary education, training activities, and employment

Career-Ready (Students):
a term generally applied to students who are considered to be equipped with the knowledge and skills deemed to be essential for success in the modern workforce; also related to 21st century skills

College-Ready (Students):
a term generally applied to students who are considered to be equipped with the knowledge and skills deemed to be essential for success in university, college, and community-college programs

Comprehensive Assessment System:
a coordinated plan for monitoring the academic achievement of students from pre-kindergarten through grade 12 in order to increase student learning by producing actionable data, evaluating the effectiveness of programs, and ensuring that all students are making progress toward achieving learning goals

Credentialing Program:
a program in which students have the opportunity to earn credentials (educational certificate, degree, certification, or government-issued license) that verify skill mastery, educational attainment, and the authority to perform a task or operation

Credit Bearing Learning Opportunities:
courses, internships, and other learning opportunities that fulfill academic requirements for high school graduation or for postsecondary-level course credit

Cultural Competence:
having an awareness of one's own cultural identity and views about difference, and the ability to learn, build on, and respect the varying cultural and community norms of others; ability to understand the within-group differences that make each student unique, while celebrating the between-group variations that make our country a tapestry

Curriculum:
the lessons and academic content taught in a school or in a specific course or program; in Rhode Island, curriculum is under local control – that is, developed and/or chosen by each local school district

Curriculum Framework:
an organized plan or set of standards or learning outcomes that defines the content to be learned in terms of clear, definable standards of what the student should know and be able to do.

Data Literacy:
the ability to read, create, and communicate data as usable information that supports student success

Developmental Milestones/Benchmarks:
a set of functional skills or age-specific tasks that most children can do at a certain age range; although each milestone has an age level, the actual age when a normally developing child reaches that milestone can vary quite a bit

Differentiated Learning/Instruction:
use by educators of a wide variety of teaching techniques and lesson adaptions to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment so that all students master the essential knowledge, concepts, and skills needed but through the use of different instructional methods that best fit the students' distinct learning needs; these different instructional methods are often based upon students' differing readiness levels, learning profiles, and interests

Diversity:
the quality or state of having many different forms, types, ideas or people who are different races or who have different cultures in a group or organization

Dual-Enrollment (Students, Program):
a student is enrolled in a secondary school while simultaneously enrolled part-time or full-time as a non-matriculating student at a postsecondary institution, such as a community college, college or university

Dual-Language (Education, Instruction, Programs):
academic programs that are taught in two languages to develop students' fluency in both languages and also their academic content knowledge, as well as the knowledge, skills, and cultural proficiencies needed to succeed in an academic program; curriculum, instructional methods, and structure vary from program to program

Early Childhood Education:
educational programs and strategies geared toward children from birth to the age of eight years

Early College Access Program:
a program where students are enrolled – concurrently/at the same time – in college or university courses and in a high school; also known as Dual Enrollment Programs

Educational Data:
Information from multiple sources that is used to support student learning and manage schools, including information about student/teacher attendance, services students receive, student academic development and growth, teacher preparation information, postsecondary success and remediation rates, etc.

Employability Skills Transcript:
an inventory documenting a student's acquisition of general skills in the categories of applied knowledge, effective relationships, and workplace skills that are necessary for success in the labor market leading to sustainable employment and career growth

English Language Learner:
students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes or backgrounds, and who typically require specialized or modified instruction in both the English language and in their own academic courses

Equity:
in education, the term equity refers to the principle of fairness; while it is often used interchangeably with the related principle of equality, equity encompasses a wide variety of educational models, programs, and strategies that may be considered fair, but not necessarily equal; it is has been said that "equity is the process; equality is the outcome," given that equity—what is fair and just—may not, in the process of educating students, reflect strict equality—what is applied, allocated, or distributed equally

Experiential Learning:
see **Authentic Learning**

Expanded Learning Opportunity:
educational experience that is beyond a typical course sequence offering and occurs outside of traditional classroom settings or school buildings, such as internships, apprenticeships, independent research projects, online classes, travel, community-service projects, or dual-enrollment experiences; also known as **Extended Learning Opportunity**

Funding Formula:
a formula for the direct distribution of state financial support to public school districts in Rhode Island

Global Competence:
the set of broad skills that ensure student preparedness in the areas of 21st century skills, language proficiency, cultural/global awareness, and social-emotional learning

Growth Mindset:
a belief that intelligence and other basic abilities can be developed, which results in a commitment to learning and a focus on improvement

High Expectations:
any effort to set the same high educational standards for all students in a class, school, or education system; the concept is based on a belief that a failure to hold all students to high expectations effectively denies them access to a high-quality education, since the educational achievement of students tends to rise or fall in direct relation to the expectations placed upon them

High Quality:
worthwhile, effective; meets a high standard of excellence, rigorous; targets or standards determined and agreed to collectively by stakeholders to exceed the ordinarily accepted standard

Individualized Learning Plan (ILP):
a plan developed by students (in collaboration with teachers, counselors, and parents) as a way to help them achieve short- and long-term learning goals while feeling a stronger sense of ownership over their education, most commonly at the middle school and high school levels (not to be confused with an Individual Education Plan (IEP), which is developed for students who are found eligible for special education services)

Induction (Coaching):
high-quality education-data-driven, instructionally focused support given to beginning teachers during their first year of teaching in a classroom

Innovation:
the act or process of introducing new ideas, devices, or methods

Innovation Fund:
public and/or private grant funding that supports the expansion of an effective program with strong results to other places where the program is needed

Internship:
any official or formal program to provide practical experience for beginners in an occupation or profession

Intervention:
the systematic process of assessment and planning employed to remediate or prevent a social, educational, or developmental problem

Job Embedded Professional Development:
a "learn-try-evaluate cycle" that repeats over time, includes active teacher involvement, has immediate implementation, and is more effective than traditional professional development because educators work on concepts or initiatives more than once; educators have a chance to learn, try it in their own classrooms, and then evaluate their performance

Kindergarten Readiness:
what students should know and be able to do upon entering kindergarten, as set forth in the Rhode Island Early Learning and Development Standards

Learning Environment:
refers to the diverse physical locations, contexts, and cultures in which students learn; since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, which has more limited and traditional connotations—a room with rows of desks and a chalkboard, for example

Learning Pathway:
the specific courses, academic programs, and learning experiences that individual students complete as they progress in their education toward graduation

Local Efficiencies:
projects that will achieve savings and improve municipal efficiency through shared services, cooperative agreements, mergers, consolidations and dissolutions

Multiple Knowledge Bases:
a knowledge base in education means the knowledge someone has that is specific to a particular subject or content area, gained through education or experience; there are two basic types: academic knowledge (e.g., science knowledge base) that includes the content knowledge that a person needs to be deemed competent and knowledgeable in that content area, and professional knowledge, which in education means knowledge of teaching concepts and skills (e.g., pedagogy, instructional strategies, evaluating and meeting knowledge levels of learners); in the context of this plan, multiple knowledge bases means the presence of multiple diverse areas of knowledge (either within a person or within a group) that can be drawn from to support and enhance students' educational experiences, learning styles, and academic growth

Multiple Measures (Assessment) Systems:
a coordinated plan that uses multiple forms (e.g., formative, interim, summative) and types (e.g., test, quiz, exam, selected response, written response, performance or portfolio task) of valid and reliable assessments to monitoring the academic achievement of students from pre-kindergarten through grade 12

Multiple Pathways:
the implementation of the idea that learning can occur at different times and in different places, including the classroom, the community, a workplace, outdoors, online, etc. which results in schools creating alternative learning experiences that may be better suited to some students while expanding the number and type of learning options available to all students

One-to-One (1:1; one student to one computer):
programs that provide all students in a school, district, or state with their own laptop, netbook, tablet computer, or other mobile device; essentially, one device for every student

Peer Observation:
a formal or informal observation of teaching, while it is taking place in a classroom or other learning environment, that is typically conducted by fellow teachers

Personalized Learning:
a diverse variety of educational programs, learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students; its implementation may differ from district to district and school to school; also known as Student-Centered Learning

Pre-Kindergarten:
early childhood education programs enrolling children between the ages of 3 and 6 in order to ensure developmentally appropriate early development and learning experiences based on Rhode Island's Early Learning and Development Standards

Pre-Service Educators:
individuals who are enrolled in a Rhode Island Approved Program for educator preparation

Preparedness:
to be or have been made equipped with the knowledge and skills deemed essential for success in university, college, and community-college programs, or career pursuits

Professional Development (Professional Learning):
a wide variety of specialized training, formal education, or advanced professional learning in a variety of formats that is intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness

Professional Learning Community (PLC):
a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students

Proficiency:
a determination of the level of knowledge or skills a student has achieved that is based on academic standards or a standards-based measurement system (such as a summative assessment); this determination can also relate to the specific or set levels, scales, or cut-off scores on standardized tests and other forms of assessment

Proficiency-Based (Learning, Model):
systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education

Reflection on Practice (Reflective Practice):
an important strategy used by educators to inform and develop their teaching abilities and improve student learning; it is a cycle where educators think about or reflect on the decisions they made while teaching and what happened as a result, then consider the educational theory that applies, then decide what to do differently next time, and then put that decision into action

Retention (of educators and leaders):
keeping educators and leaders in the education profession

Rigor:
a term widely used by educators to describe instruction, schoolwork, learning experiences, and educational expectations that are academically, intellectually, and personally challenging; for example, rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives

Rhode Island Early Learning and Development Standards (RIELDS):
The Standards represent expectations for young children's learning and continual growth in all areas: intellectual, physical, and emotional. Further, they provide a common language for measuring progress toward achieving specific learning goals.

Rubric:
an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria

Safety:
generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions, but the term also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity

School Climate/Culture:
the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how a school functions; it also encompasses more concrete issues such as the physical and emotional safety of students, the orderliness of classrooms and public spaces, or the degree to which a school embraces and celebrates racial, ethnic, linguistic, or cultural diversity; also known as School Culture

Screening:
a wide variety of assessments that are used to determine whether students may need specialized assistance or services, or whether they are ready to begin a course, grade level, or academic program

Seal of Biliteracy:
an award given by a school or district in recognition of students who have studied and attained proficiency in two or more languages by high school graduation

Social Emotional Learning:
the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions

Standards:
concise, written descriptions of what students are expected to know and be able to do at a specific stage of their education; they describe educational objectives, but they do not describe any particular teaching practice, curriculum, or assessment method

Standards-Based (Expectations):
systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education

Student Engagement:
the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress their education

Student-Centered Learning:
see **Personalized Learning**

Support:
tools and resources for students, parents, educators and community; each group needing assistance to achieve or support the achievements of students

Support System:
a wide variety of instructional methods, educational services, or school resources provided to students in the effort to help them accelerate their learning progress, catch up with their peers, meet academic standards, or generally succeed in school; may include tutoring sessions, supplemental courses, after-school programs, teacher advisors, volunteer mentors, alternative ways of grouping/counseling/instructing students, and may be provided to individual students, specific student populations, or all students in a school

Tiered Certification System:
a system for education certification where licensees demonstrate increased teaching efficacy and growth to advance to higher licensure levels

Twenty-First (21st) Century Skills:
a broad set of knowledge, skills, work habits, and character traits that are believed to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces (e.g., critical thinking, innovation, collaboration)

World-Class Standards:
content standards that are equivalent in rigor, expectations, and scope to the content standards of the highest performing countries in the world

World Language:
a language known or spoken in many countries

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Appendix F 16:

Guidance for School Specific Goals

GUIDANCE FOR SCHOOL-SPECIFIC GOALS

This document serves as guidance to Rhode Island charters for creating their school-specific goals. The information provided below has been created by RIDE for charter schools, relying on guidance given by the National Association of Charter Schools and from *Making the Mission Matter* by Margaret Lin of the Center for Charter Schools of Central Michigan University. **School-specific goals must be submitted to the Charter School Team via e-mail at** [redacted] **All school-specific goals must be submitted using the form on page 4 of this document.**

ABOUT SCHOOL-SPECIFIC GOALS

School-specific goals are set by each charter as an additional way to capture progress and determine if a school is achieving its fundamental purpose as laid out in its mission. School-specific goals are an optional component of the Rhode Island Charter Performance Review System. If a charter chooses to create school-specific goals, RIDE suggests creating two to three academic goals and two to three organizational goals.

Academic school-specific goals will be evaluated in the Charter Performance Review System in the Primary Indicator: Academic Performance. The School Performance indicator, criterion 1.A.2, measures school-specific goals. Organizational school-specific goals will be evaluated in the Charter Performance Review System in Sustainability Indicator 2: Organizational Performance, criterion 2.1. Please reference the Charter Performance Review System Handbook for additional information on the indicators and their corresponding criteria.

SPRING 2017 TIMELINE FOR CREATING SCHOOL-SPECIFIC GOALS

The following table identifies the ideal timeline and process for charters that choose to create school-specific goals starting with the 2017-18 school year. Please note, charters that choose not to adopt school-specific goals in spring 2017 may still choose to create these goals in subsequent years. If a charter chooses to revise their school-specific goal after adoption, a formal minor amendment request should be submitted to the charter team. The school must provide the rationale for revising the goal, and subsequently undergo the process identified below.

Time	Activity	Responsible
March 2017	RIDE provides guidance for creating school-specific goals	RIDE
March-April 2017	Schools draft school-specific goals	Charter
April-May 2017	Schools send draft of school-specific goals in the indicated format to [redacted]	Charter
May 2017	RIDE vets draft school-specific goals against the required criteria. RIDE sends feedback and collaborates with school leaders to finalize goals.	RIDE
June 2017	Charter boards approve their school-specific goals. Charters submit the final goals to RIDE for review with documentation of the charter board's approval.	Charter
July-August 2017	RIDE completes final vetting of school-specific goals against required criteria, and if all criteria are met, RIDE will: a) send verification of goals to the charter; and, b) add the goals to the final charter form.	RIDE

SCHOOL-SPECIFIC GOAL CRITERIA

In accordance with Charter School Regulations Section C-1-4, a final charter includes an accountability plan comprised of student academic and organizational performance goals developed by the charter school and related to the charter's mission**.** School-specific goals should **not** be redundant to the Charter Performance Review System. RIDE encourages charters to begin by examining the mission statement and key educational program elements of the charter. Charters with already adopted board strategic plans may be able to align the goals of their strategic plan to school-specific goals. The key elements of each charter's mission should serve as a starting point for creating goals.

Based on national best practices for goal-setting, each school-specific goal must meet the criteria of being a **SMART** goal:

SMART (Specific, Measurable, Achievable, Relevant and Time-Based) is a nationally used framework for creating school-specific goals. Goals must follow the SMART framework to be RIDE-approved. The criteria for SMART goals are as follows:

Specific
Goals should be clearly stated and easily understood. Academic goals need to be tied to student learning specifying what students should be able do. Organizational goals should clearly state the charters desired outcome.

Measurable
Data source(s) for measuring each goal should be clearly identified and tied to quantifiable results. These sources should be reliable and credible, using data that can be externally validated by an entity outside of the school if needed.

Ambitious & Achievable
Goals should be both ambitious and achievable, resulting in a substantial impact for the charter's students. Goal setting should start with examining students' baseline achievement levels or current organizational data.

Relevant
Goals should reflective of the charter's mission, values and aspirations.

Time based
A time frame is necessary to be able to examine achievement. Charters should set annual goals as well as comprehensive goals for their current Charter term.

In addition, each school-specific goal should meet the additional following criteria:

- ✓ Goals are related directly to Charter Mission.
- ✓ Goal are not redundant to outcomes measured in other parts of the Charter Performance Review System.
- ✓ Goal use credible data and can be externally validated by an outside source.
- ✓ Goals include measures, benchmarks and annual targets.
- ✓ Goals are in the provided table format.
- ✓ Goals are approved by the charter's board of trustees.

DRAFT

FURTHER GUIDANCE FOR SCHOOL-SPECIFIC GOALS

Academic goals are measurable academic outcomes of student learning. They should focus on outcomes and evidence of learning and not inputs. They can extend to other areas beyond those academic aspects evaluated solely by standardized and mandated tests. For example, goals could be related to arts education, character development or service learning, while relating directly to the school's mission.

Organizational goals consider the management, governance, or operational performance of the school as they relate to the charter mission. They should address inputs of learning rather than academic results. For example, goals can address teacher advancement, staff diversity, or institutional events, while relating directly back to the mission.

Academic Goal Example:	All students who have attended the school for at least three years will demonstrate broad knowledge of Biology.
Organizational Goal Example:	All instructional staff will be aligned to the school's teaching standards and develop into highly effective teachers.

Breaking Down the Components of Goals:
The Goal Setting Form on page 3 asks charters to identify and explain three key elements when crafting a goal. To assist charters in completing the Goal Setting Form, below is an example of goal and its elements.

Element	Description	Example
Goal	Broad statement about what the charter or school is trying to accomplish.	"All students who have attended the school for at least three years will demonstrate broad knowledge of Biology."
Measure	The data source or means to assess performance of toward the goal.	"The percentage of students who have attended the school for at least three years who achieve a 3, 4 or 5 on the Advanced Placement Biology exam."
Targets	The specific objective and/or annual target for the identified measure in order to meet the goal. A benchmark, or baseline, must be identified in order to build annual targets.	At least 90% of students who have attended the school for at least three years will achieve a 3, 4 or 5 on the Advanced Placement Biology exam."

DRAFT

SCHOOL-SPECIFIC GOAL SETTING FORM

Charters should use the form below as a template for setting school-specific goals. **School-specific goals must be submitted using this form to the Charter School Team via e-mail at**[redacted]
For spring 2017, charters interested in identifying school-specific goals should only provide goals that correspond to the remainder of their charter term. For example, if charter's current 5-year term expires after the 2019-20 school year, then charters do not need to identify goals for the 2020-21 or 2021-22 school years (goals for those years will be identified upon charter renewal).

CHARTER NAME:	**SCHOOL NAME:**
CHARTER MISSION:	

GOAL:	**Select Goal Type** ☐ Organizational ☐ Academic
Explain how this goal is aligned to the charter's mission:	
MEASURE:	
Why is the identified goal both ambitious and achievable?	

2016-17 BENCHMARK	2017-18 TARGET	2018-19 TARGET	2019-20 TARGET	2020-21 TARGET	2021-22 TARGET

DRAFT

Appendix F 17:

Pre-Opening Handbook

Rhode Island Charter Public Schools:

Pre-Opening Handbook

(updated April 2017)

Office of College and Career Readiness

Rhode Island Department of Education

RIDE | 255 WESTMINSTER STREET, PROVIDENCE, RI 02903

[redacted]

RHODE ISLAND COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

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The Rhode Island Department of Education does not discriminate on the basis of age, sex, sexual orientation, gender identity/expression, race,

Overview of this Handbook:

This handbook describes pre-opening criteria and provides guidance to charter school founders whose proposals for new schools have received preliminary approval from the Rhode Island Council on Elementary and Secondary Education. Although the handbook document pertains primarily to new charters, a subset of the criteria also apply to existing schools that have been approved for expansion by the Council on Elementary and Secondary Education. The handbook provides detailed criteria and timetables for working toward final charter approval for new schools and the first day of school for both new and expanded schools, including: a) tasks and deliverables required for final approval, and b) tasks and deliverables that should be completed prior to opening. The handbook also includes RIDE contacts, when applicable, and resources for support as schools engage in the process of pre-opening.

Pre-Opening Requirements for New Charters:

Rhode Island regulations[1] require that once new charters have been granted preliminary approval by the Council on Elementary and Secondary Education, new charters must complete a series of tasks prior to final approval and opening their school doors. Items include final staffing plans and budgets, facility identification, hiring of a school leader, and development of a final charter. Pre-opening items included in the Request for Proposals for New Students Seats are not listed in this handbook. This handbook provides guidance for tasks to be completed for final approval and school opening.

Pre-Opening Requirements for Expanded Charters:

Once a school's request for expansion has been approved by the Council on Elementary and Secondary Education, the school has already completed the majority of pre-opening requirements and no further Council approval is required. A request for expansion is treated as a major amendment and requires change to the charter form. RIDE will oversee the process for revising the charter form accordingly. Additional items may be required depending on the specifics of the approved expansion. For example, the use of a new or different facility will require a Facility Acquisition Plan and a Certificate of Occupancy.

Pre-Opening Tasks and Deliverables:

New or expanding charter schools are required to complete pre-opening tasks and deliverables prior to opening their doors to students. Their completion will ensure compliance with a host of applicable laws and regulations, and will facilitate effective and responsible management of school operations. Pre-opening tasks and deliverables will also lay the groundwork for the charter school to meet other performance expectations set by the school's charter. Please note that this handbook does not profess to itemize *every task* or action necessary to open a new or expanded charter school.

Process and Approval:

RIDE's Pre-opening Process entails a combination of document submission and at least one on-site visit to a new or expanded charter school prior to opening. RIDE will notify the school's Board of Directors

[1] C-1-4. Board of Regents Regulations Governing Rhode Island Public Charter Schools

regarding the school's capacity to open its doors to students in the upcoming school year. Regarding new charter schools, if the required criteria is not completed by the stated deadline, the Commissioner may recommend that the Council on Elementary and Secondary Education postpone or reconsider final approval.

Navigating the Handbook:

All pre-opening requirements are presented within categories, including Governance, Finances, Facilities, Personnel, Enrollment, Educational Program and Operations. The handbook includes links to resources that will provide founders with additional information. Finally, the handbook includes a column for notes for RIDE and founders to document progress or questions. General timeframes during which pre-opening work takes place are summarized below. Please note that the timeframe provided is subject to change.

- *January – February:* Immediately following the Council's preliminary approval, the proposed charter school's board is expected to incorporate the new entity with the RI Secretary of State. The founding charter school board should begin meeting publicly to take crucial early steps forward. If the board anticipates receiving federal or other planning funds, it must quickly prepare to set policies and hold meetings to oversee the use of funds.

- *March:* Prior to the April Council vote, school founders should have made significant progress on developing an organization, educational program, partnerships, personnel hiring (especially a school leader or principal), and facilities acquisition. All items required for final Council approval must be approved by the charter school board and submitted to RIDE in advance of the Council's decision. Both the Office of the Auditor General and RIDE must approve operational and financial plans and policies.

- *August 1 or 30 days prior to school opening:* After final Council approval and no later than 30 days before students arrive, the operational details of the school must be finalized. The facility must receive all required approvals and the school's board must approve all policies that govern the organization's relationships with staff, students, and families. Curriculum and assessment systems must be in place.

During the pre-opening process, RIDE reserves the right to revise deadlines should they be necessary to effectively track a school's progress towards meeting specific criteria. Deadlines stated in this handbook assume that the proposed charter school or charter school expansion is on a typical timeline. The deadlines are designed to ensure that the new school and RIDE have enough time to review, discuss, and finalize all submissions in advance of any correspondence between the Commissioner and the Council on Elementary and Secondary Education.

Pre-opening Checklist:

Category/Item	*New Charter*	*Expand-ed Charter*	*Recipient*	*Resources*	*Date Due*	*Notes*
Governance						
File articles of incorporation with Office of the Secretary of State	√		RI Secretary of State	Application for Articles of Incorporation	January-February	
Submit names, contact info, and resumes of Directors founding the charter school board	√		[redacted]		January-February	
File ethics forms as required by the RI Ethics Commission	√		RI Ethics Commission	RI Ethics Commission: Code and Regulations	January-February	
Apply for Employer Identification Number (EIN)	√		-	Application for Employer Identification Number (EIN)	January-February	
File for 501(c)3	√			Application to file as a 501(c)3 non-profit organization	January-February	
Submit RIDE/Board approved conflict of interest policies	√		[redacted]	-	January-February	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
If applicable, enter into Commissioner-approved contract with comprehensive service or management provider	√			-	March	
Submit updated names, contact info, and resumes of Directors and Officers	√				March	
Submit **draft** of final charter form	√			RI Charter form (when finalized)	March	
Submit **final** charter form. If the school is an independent or mayoral academy, this document shall confer the authority to operate as a local education agency. If the school is an in-district charter, this document shall confer the authority to operate as a public school	√				August 1	
Finalize charter amendment for expansion to be included in charter form		√			August 1	
Schedule RIDE presentation and discussion with school board	√				August 1	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
Finance						
Submit draft financial policies for RIDE review	√				January-February	
Submit business plan, financial management procedures, and other relevant financial information, including first year and five-year operating budget, first year monthly cash flow, and board-approved financial policies	√			In PDF form, signed by auditing firm, to: ag.charter@rioag.gov [redacted] .gov	July	
Schedule training on UCOA financial reporting system	√			UCOA	July	
Provide evidence of RIDE-approved accounting system in compliance with UCOA regulations	√			UCOA	45 days prior to 2nd Council vote	
Upload budget to UCOA	√			cynthia.brown@ride.ri.gov	August 1	
File ETF/W-9 forms for direct deposit	√				August 1	
File first quarterly financial report	√			Office of Municipal Finance, Office of Auditor General, RIDE	September 30	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
Facilities (as applicable for expanded schools)						
Submit facility acquisition plan; review milestones with RIDE (if applicable)	√	√			January-February	
Submit evidence of completed milestones from facility acquisition plan (if applicable)	√	√			Ongoing as applicable, milestones to be completed by start of school year	
Identify building(permanent or temporary) for operating the school	√	√			March	
Submit terms and conditions of building use (e.g. purchase and sale agreement, deed, lease)	√	√			March	
Submit Facilities Requirements and Assurances with appropriate signatures	√	√			August 1	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
If new building, submit plans for conformance with the RIDE School Construction Regulations	√	√			March	
Obtain Certificate(s) of Occupancy for school facilities and ensure ADA and 504 compliance for accessibility	√	√			August 1	
Personnel						
Submit name, contact information, and resume for qualified chief administrator	√	√			45 days prior to final Council vote	
Obtain approval for evaluation and support system for all certified teachers, support professionals, and building principals (own design or adopt RI Model)	√			If designing and submitting a model rather than adopting the RI Model, allow 4 months for review, modifications and approval. Final approval must be in place when the school opens.	August 1	
Set up EPSS access and evaluation data reporting	√				August 1	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
If adopting the RI Model, evaluators must attend summer training	√				Summer prior to opening	
Establish Personnel Assignment System access and eCert district portal access (and participate in training for reporting personnel to RIDE)	√				August 1	
Establish staffing policies, including procedures for staff to legally challenge Board decisions	√				August 1	
Ensure new staff enroll into Employees Retirement System of RI (ESRI), as applicable, or other retirement plan	√	√		Employees' Retirement System of RI	August 1	
Enrollment						
Submit draft student enrollment procedures for RIDE review; submit finalized student enrollment procedures prior to opening student enrollment	√			Lottery and Enrollment Guidance	January-February	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
Submit lottery report (CSAR), including accepted and waitlisted students	√			Lottery and Enrollment Guidance	March 15	
Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following year	√	√		Regulations Governing RI Public Charter Schools	March	
Schedule on-site visit	√	√			August 1	
Educational Program						
Schedule pre-opening training on RIDE assessment systems	√			RIDE Assessment	Summer prior to opening	
Schedule pre-opening training with RIDE coordinators for English language learners; ensure ELL data reporting available through eRIDE	√			RIDE ELL resources	Summer prior to opening	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
Schedule pre-opening training with RIDE coordinators for students with disabilities	√			IDEA discipline guidelines and corresponding statutes	Summer prior to opening	
Submit evidence of appointment of a qualified special education administrator	√			School personnel certification guidance (when available)	Summer prior to opening	
Schedule pre-opening training on health program requirements	√			ThriveRI	Summer prior to opening	
Schedule pre-opening training regarding educator evaluation system	√				Summer prior to opening	
Finalize plans and calendar for implementing a comprehensive assessment system	√			RIDE Assessment resources	Summer prior to opening	
Operations						
IT and Data Manager training completed [SIS, data submission procedures and collection calendar, Automatic Data Transfer (ADT) connection]	√			Data, Analysis and Research	August 1	

Category/Item	*New Charter*	*Expand-ed Charter*	[redacted]	*Resources*	*Date Due*	*Notes*
Complete the New School Information Form, signed by superintendent or director	√	√	[redacted]	Data, Analysis and Research ; [redacted] gov	August 1	
Create organization in Master Directory	√	√	[redacted]		August 1	
Complete School Profile Form	√		[redacted]		August 1	
File Annual School Health Report	√		[redacted]	Guidance on school health and safety plans and reporting	August 1	
Finalize school safety, fire drill evacuation and lockdown plans	√	√	[redacted]	RI School Safety Resources	August 1	
Finalize student transportation services	√	√	[redacted]	RIDE Transportation Guidance	August 1	
Finalize food/nutrition services	√		[redacted]	RIDE Child Nutrition Programs	August 1	
Finalize school calendar	√		[redacted]	-	August 1	

Category/Item	*New Charter*	*Expand-ed Charter*	*R* [redacted]	*Resources*	*Date Due*	*Notes*
Finalize appropriate insurance coverage	√	√	[redacted]		August 1	

Appendix F 18:

Example CSP Subgrant Application

Rhode Island Charter Public Schools
Charter School Program (CSP): Guidelines for Planning and Implementation Grants

Office of Charter Schools
Rhode Island Department of Education

Announcement of FY 2015 competition:	**November 2014**
Application Due Date (*planning*):	**January 10, 2015**
Application Due Date (*implementation*):	**rolling; accepted after proposed schools receive final approval from RI K-12 Council**

OFFICE OF CHARTER SCHOOLS | RIDE | 255 WESTMINSTER STREET | SIXTH FLOOR | PROVIDENCE, RI 02903

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Section 1. Charter School Program (CSP) Grant Information

1.1 Description of Grant Program

The purpose of the US Department of Education's Charter Schools Program (CSP) is to increase the number of high-quality charter schools available in the United States by providing financial assistance for the planning, program design, and initial implementation of charter schools. The CSP also enables USDE to evaluate the effects of charter schools on student achievement.

In 2010, the Rhode Island Department of Education (RIDE) was awarded a State Education Agency (SEA) CSP grant with the primary goal of increasing the number of highly-effective, high-achieving charter schools in Rhode Island. Through its grant, Rhode Island manages *startup grant competitions* for qualified applicants, as well as *dissemination grant competitions* for qualified existing charter schools that are collaborating with district and/or charter partners to expand successful practices to more students.

CSP grants awarded by RIDE are federally funded under the US Department of Education Charter Schools Program (CFDA 84.282B). Awards are subject to the availability of funds through the CSP. Additional federal guidance can be found at: http://www2.ed.gov/programs/charter/nonregulatory-guidance.html.

1.2 CSP Startup Grants

CSP startup grants are competitive grants for the purpose of funding startup activities. There are two different startup grant awards: *a) planning grants* and *b) implementation grants*.

Planning Grants

Planning grants fund activities that occur *after* a proposed charter school receives preliminary approval but typically *before* the charter school opens its doors. Planning grant funds are designed to assist founding teams with staff/board development, academic program development, and other planning activities. More information on allowable activities under planning grants can be found in Sections 1.4 and 1.5 of these *Guidelines*.

Awards for planning grants range in size from $50,000 to $120,000, with an average award size of $100,000 for schools planning to serve approximately 80 students per cohort.

NOTE: For the FY2015-16 competition, the planning grant period for successful applicants will begin on the date that a satisfactory application was received by RIDE (as long as it was submitted on or before the submission deadline) and end on June 30, 2015.

CSP PLANNING GRANTS	
Uses	Staff/ board development; academic program development; development of assessments; development of board and school policies; development of information and reporting systems
Average Size	$100,000
Open date	Date satisfactory application is received by RIDE
Close date	June 30, 2015

Implementation Grants

Implementation grants fund activities that occur *after* a school receives final approval from the Board of Education, and may extend through the school's first years of operation. Implementation grants can be used to purchase supplies and equipment, and provide resources for additional planning and program development. More information on allowable activities under implementation grants can be found in Sections 1.4 and 1.5 of these *Guidelines*.

Awards for implementation range in size from $250,000 to $350,000, with an average award size of $300,000 for schools serving approximately 80 students per cohort. Please note that applicants cannot be awarded more than $400,000 total, including both planning and implementation grants.

CSP IMPLEMENTATION GRANTS	
Uses	Supplies and equipment; staff/ board development; academic program development; additional planning
Average Size	$300,000
Open date	date satisfactory application is approved by RIDE (after proposed schools receive final approval from RI K-12 Council)
Close date	June 30, 2016

The size of any award will be contingent on the quality of the proposed project and project goals, the justification and clarify of the budget request, and the availability of funds.

1.3 Eligibility to Apply

To be eligible for a planning grant through the FY 2015-16 Rhode Island CSP competition, applicants must be proposed charter schools that have received preliminary approval from the Rhode Island K-12 Council on Education, are projected to open in the 2015/16 school year, and have not received a Charter School Program planning grant in the past.

To be eligible for an implementation grant through the FY 2015-16 Rhode Island CSP competition, applicants must have received final approval from the Rhode Island Council on K-12 Education to open in the 2015/2016 school year, and have not received Charter School Program implementation grant in the past.

NOTE: Any funds awarded must remain under the care and control of the Board of Directors of the charter school that applied for and was awarded the grant. Each grantee's project must be designed and implemented in conformance with all applicable state and federal regulations.

1.4 Allowable Activities

In accordance with Title V, Part B Sec. 5204 (f) (3) of the Elementary and Secondary Education Act (ESEA), successful applicants may use *planning grants* for the planning and design of the charter school, which may include:

- development of curriculum;
- refinement of the desired educational results and of the methods for measuring progress toward achieving those results, including fees for contracted staff and consultants on a limited basis;
- outreach to the community and management of an enrollment process;
- building of an approved chart of accounts, and the development of financial policies and accounting procedures, to manage and oversee finances;
- professional development of teachers and staff who will work in the charter school.

Implementation grant funds can be used for initial implementation activities of the charter school, which may include:

- acquiring necessary equipment and educational materials and supplies;
- acquiring curriculum materials; and
- other initial operational costs that cannot be met from State or local sources.

1.5 Grant Parameters

All CSP grantees are expected to complete the goals and objectives described in the approved grant application, complete all planning activities described in the approved grant application, and adhere to the budget described in the approved grant applicant. Failure to do so may result in the rejection of grant reimbursement requests and the withdrawal by the Rhode Island Department of Education of the charter school's eligibility for additional grant funding through the CSP. RIDE reserves the right to remove ineligible or undocumented costs from funding consideration and reimbursement requests.

CSP funds shall be used to supplement, and not supplant, state, local or other funds providing for the planning and operations of charter schools. Recurring operational expenses, such as teacher or administrator salaries, are not allowable under the charter schools program (CSP). Costs of facilities, including lease, acquisition, purchase, construction, renovation, major improvements, minor improvements, or services such as utilities, are not allowable.

Applications will be subject to a full programmatic and fiscal review by RIDE's Office of Charter Schools and Office of Finance. Applications including activities that are not allowable may be rejected. General guidance regarding allowable expenses for federal grant funds may be found within Office of Management and Budget (OMB) Circular A-87. It is located on the OMB web page at http://www.whitehouse.gov/omb/circulars.

In the event that a charter school is awarded funds for planning, but is notified that it will not be recommended for final approval for the upcoming school year, the charter school will be unable to file for reimbursement of costs beyond the date of notification that final approval will not be granted.

1.6 Technical Assistance

A technical assistance meeting for potential grant applicants will be scheduled upon request. Please contact Drew Allsopp, RIDE Charter School Coordinator, at [redacted] to schedule a meeting.

1.7 Submission Instructions

The deadline for submission for planning grants, for schools planning to open in Fall 2015, is January 10, 2015. For implementation grants, applications may be submitted on a rolling basis; awards will not be granted, and no grant funds may be reimbursed, until a proposed school has received final approval from the RI Council on K-12 Education.

Any funds awarded for planning in this current competition must be completely drawn, and all reimbursement requests submitted, by or before 5:00 PM on June 30, 2015. Any funds awarded for implementation in this current competition must be completely drawn, and all reimbursement requests submitted, by or before 5:00 PM on June 30, 2016. Any expenditure incurred after these dates will not be reimbursed. Any reimbursement requests received after these dates will not be reimbursed.

Please adhere to the following guidelines to assemble the application and accompanying materials:

- A complete application includes: a cover letter signed by the Board's Chair, executive summary, statement of need, project narrative, benchmarks and outcomes, project timeline, budget, attachments, and signed assurances.
- All pages of the narrative must be standard letter size, 8½" X 11" using 12 point, Times New Roman or comparable font, double spaced, one-inch margins.

Please submit **ONE (1) bound, signed original** and **ONE (1) PDF/electronic version** of your grant application. Applications will not be returned. Please keep a copy for your records.

Applications should be submitted to:

Office of Charter Schools
Rhode Island Department of Education
ATTN: Charter School Staff
255 Westminster St.
Providence, RI 02903

1.8 Review of Grant Applications

CSP applications will be reviewed by a panel of education professionals, including when possible qualified administrators in existing charter schools not currently applying for or awarded a CSP grant. The purpose of the review is to determine the quality and viability of the proposed program plan, goals, budget, and financial management procedures described in the CSP grant application.

NOTE: Only complete and timely applications will be considered.

In order to evaluate grant applications, RIDE reserves the right to:

- Request and review certified audited financial statements and/or other appropriate supplementation including, but not limited to, interim financial statements and credit reports;
- Request references and to contact any or all references;
- Waive requirements or amend this application upon notification to all applicants;

- Adjust or correct cost or cost figures with the concurrence of the applicant if mathematical or typographical errors exist;
- Reject any or all portions of any offer, to negotiate terms and conditions, and to make an award for any or all remaining portions;
- Request clarifications from applicants, and further, to request or require revisions from applicants prior to award;
- Terminate award with written notice.

1.9 Reporting Requirements

Grant recipients are required to submit periodic project and fiscal progress reports. Reports for this program will be due as follows:

Interim reports due: March 15; July 15; October 15

Final reports due: July 15 (after grant is closed)

These reports should indicate progress toward all benchmarks and outcomes described in the approved grant application, a narrative describing progress on all proposed grant activities, and an up-to-date budget summary.

1.10 USDE Reporting

RIDE will utilize data collected from CSP grantees to develop its annual report to the US Department of Education. USDE collects a variety of data from RIDE regarding charter school enrollment, performance, and progress toward the goals set in RIDE's approved grant. USDE will evaluate RIDE through analysis of the accomplishments of its multi-year strategic objectives as set forth in the SEA CSP grant.

1.11 Reimbursement Requests

Reimbursement requests should be submitted using the form titled *Rhode Island Charter Schools Program Request for Reimbursement*. In addition to the standard request form, all reimbursement requests must include:

- A signature from the charter school's Board Chair certifying that the request has been reviewed and approved by the Board of Directors in an open and public meeting;
- All backup documentation, including copies of invoices and receipts as applicable.

Any costs incurred that are not for the allowable activities listed above and that do not have copies of corresponding legible invoices and receipts will not be reimbursed. Any costs incurred outside of the award period will not be reimbursed.

Section 2. CSP Planning and Implementation Grant Application Guidelines

The purpose of this section is to provide potential applicants with instructions for developing an application and grant activities that will meet the purpose of this grant program. Before preparing applications, potential applicants should review description of the CSP grant program (Section 1 of these *Guidelines*), and all federal guidance, to ensure a full understanding of the grant program and purpose.

2.1 Design Considerations

Each grantee should plan to use CSP funds to undertake critical planning activities, which may include curriculum development, board/staff training, the creation of internal policies and procedures, and the development of financial reporting and student information systems in line with Rhode Island requirements.

RIDE has identified three (3) priorities of CSP startup grants to address the challenges often faced by new charter schools. Schools should design grant applications that will fund activities that positively impact the following priorities. Approvable activities may include but are not limited to the activities listed under these priorities:

Priority 1: Increase the capacity of leadership prior to opening.

- Training for lead administrators and board members on governance issues
- Acquisition and development of tools to support board oversight
- Development of board policies

Priority 2: Develop a high-quality academic program

- Develop and document curriculum
- Develop comprehensive assessment system and acquire necessary materials
- Professional development and training for educational staff

Priority 3: Ensure organizational viability prior to opening

- Establishment of a financial management and reporting system
- Financial management training
- Establishment of student enrollment, registration, and information systems
- Development of operational policies
- Community outreach
- Training on data systems

2.2 Application Requirements

Executive Summary

Provide a one-page executive summary of the proposed charter school's needs during the planning period, and proposed activities and outcomes. Do not include information that is not included/supported elsewhere in the application.

Statement of Need

Explain the mission of the proposed school and the target population of students to be served. Justify the need for support from the CSP startup grant, and how it will address the mission of the school and the needs of students. Discuss the proposed school's needs and priorities in preparation for opening its doors to students.

Project Narrative

Include a detailed narrative that describes the overall grant project design and plan, as well as each budgeted item. Justify that the quality and scope of grant activities will successfully address the identified needs of the proposed school. Support your cost assumptions.

1) Describe all proposed grant activities. Include specific scopes of work, projects to be developed, trainings to be attended, systems to be built, etc.
2) Identify who will be responsible for various stages of each grant activity, and what level of support they will need to complete the activity.
3) Describe how the proposed grant activities will meet the priorities of this grant competition.
4) Include explanations of how the school can wind down grant activities at the end of the grant period with no detrimental effect to the school.

Required Attachments

- ✓ Job descriptions for any consultants funded with CSP funds. Note that the CSP may not fund recurring salaries such as teacher or administrator salaries.
- ✓ Financial management, conflict of interest, and monitoring policies to be used by the Board to ensure effective use and oversight of CSP funds during the planning period.
- ✓ Board meeting calendar.

Grant Benchmarks and Outcomes

Identify benchmarks for the early, middle, and final stages of grant activities and how progress will be measured toward these benchmarks. All benchmarks and goals should be clearly written, manageable, and measurable. These benchmarks should be directly linked to the stated needs of the program, and will be used to quantitatively track progress toward grant objectives.

Project Timeline

Create a timeline for the planning grant. List key events and details in chronological order that will lead up to final approval from the Board of Education, and then carry through the end of the planning year. The events in the timeline that require CSP funding should align with the grant request. NOTE: Assume a mid-May 2015 final approval date.

Budget

Create a budget using the *Budget Form for FY2015-16 CSP Startup Applications.* The applicant's budget must remain within the funding parameters described in these *Guidelines* and demonstrate efficient use of resources. The budget will be reviewed to ensure customary and reasonable costs for all grant activities. The actual amount awarded will be contingent on the applicant's ability to support the proposed budget items in the application and cost eligibility.

Section 3. Charter School Program (CSP) Assurances

By submitting this proposal, the applicant ensures that the school will:

- annually provide United States Department of Education (USDOE) and the Rhode Island Department of Education (RIDE) such information and assurances as may be required;

- cooperate with USDOE and RIDE in evaluating the program assisted through the planning grant;

- maintain care and control of all funds through the oversight of the Board of Directors of the proposed charter school;

- use the grant only for post-award planning and design of the educational program, which may include —
  - (i) refinement of the desired educational results and of the methods for measuring progress toward achieving those results; and
  - (ii) professional development of teachers and other staff who will work in the charter school; and

  initial implementation of the charter school, which may include—

  - (i) informing the community about the school;
  - (ii) acquiring necessary equipment and educational materials and supplies;
  - (iii) acquiring or developing curriculum materials; and
  - (iv) other initial operational costs that cannot be met from State or local sources;

- if approved, the proposed charter school will operate in accordance with the federal definition of a charter school:

  - (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
  - (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
  - (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
  - (D) provides a program of elementary or secondary education, or both;
  - (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
  - (F) does not charge tuition;
  - (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
  - (H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
  - (I) agrees to comply with the same Federal and State audit and reporting requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
  - (J) meets all applicable Federal, State, and local health and safety requirements;
  - (K) operates in accordance with State law; and

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

GENERAL ASSURANCES

In accordance with Section 14306(a) of ESEA, the applicant LEA ensures that:

a) program funds will be used only to supplement and, to the extent practical, increase the level of funds that would, in the absence of the Federal funds, be made available from non-Federal (State and local) sources for the education of participating students. In no case, may an LEA use Federal program funds to supplant funds from non-Federal sources;

b) unless and until existing requirements are waived, the applicant will continue to comply with all operational requirements of each program. Each program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;

c) the control of funds provided under each covered program and title to property

(1) acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, if the law authorizing the program provides for assistance to such entities; and
(2) the public agency, nonprofit private agency, institution or organization will administer such funds and property to the extent required by the authorizing statues;

d) the applicant will adopt and use proper methods of administering each such program including:

(1) the enforcement of any obligations imposed by law on agencies, institutions, organizations and recipients responsible for carrying out each program; and
(2) the correction of deficiencies in program operations that are identified through audits, monitoring or evaluation;

e) the applicant will cooperate in carrying out any evaluations of each program conducted by or for the State Educational Agency, the Secretary of Education, or other Federal officials;

f) the applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to such applicant under each such program;

g) the applicant will:

(1) make reports to the State educational agency and the Secretary of Education as may be necessary to enable such agency and the Secretary to perform their duties under each such program;
(2) maintain such records, provide such information, and afford access to the records as the SEA or the Secretary may find necessary to carry out the SEA's or the Secretary's duties

CIVIL RIGHTS ASSURANCES

All recipients of assistance under these grants made pursuant to the ESEA shall comply with the following Federal and State civil rights statutes and regulations:

(a) 42 USC, Sections 1981 and 1983 (acts prohibited on the basis of race);
(b) Title VI and VII of the Civil Rights Act of 1964 (acts prohibited on the basis of race, color, religion, sex, or national origin);

(c) Title IX of the Education Amendments of 1972, as amended, 20 United States Code 1681 et. Seq. (acts prohibited on the basis of sex);
(d) 42 USC, Section 1601 et seq. (acts prohibited on the basis of age);
(e) Section 504 of the Rehabilitation Act of 1973, as amended, 20 USC 794 (acts prohibited on the basis of handicap);
(f) 24 USC, Section 12100 et seq. [The Americans with Disabilities Act] (acts prohibited on the basis of disability);
(g) Section 16-38-1 of the Rhode Island General Laws, as amended (discrimination because of race or age);
(h) Section 16-38-1.1 of the Rhode Island General Laws, as amended (discrimination because of sex);
(i) Chapter 42-87 of the Rhode Island General Laws, as amended (Civil Rights of Individuals with Handicaps); and
(j) Sections 28-5.1-13 and 28-5.1-14 of the Rhode Island General Laws, as amended (Private education institutions – compliance with state policy of non-discrimination and affirmative action).

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirement stated at Section 85.110.

Certification:

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

_____

Signature of Board Chairperson/Authorized Representative of the Board of Directors

_____

Print name and title

_____

Date

Charter Schools Program (CSP):
Reviewer Rubric & Instructions

Office of Charter Schools
Rhode Island Department of Education

The Charter Schools Program (CSP) is a federal program providing financial assistance for charter schools, with a goal of expanding the number of high-quality charter schools. The CSP also enables USDE to evaluate the effects of charter schools on student achievement.

In 2010, the Rhode Island Department of Education was awarded a ~$6.3M grant, largely for the purposes of extending CSP funds to new charter school applicants, as well as to successful existing charter schools for dissemination of effective educational practices across the state.

In Fall 2014, RIDE opened a new competition for startup grants. These startup grants are available to schools that recently received preliminary approval from the Board of Education. Startup funding is comprised of two separate allocations:

- Planning grants fund activities that happen *after* a proposed charter school receives preliminary approval but *prior to* a charter proposal gaining final approval from the Board of Education. Planning grants assist charter school developers in developing a school curriculum, a business plan, or other preliminary policies and procedures.

- Implementation grants fund activities that happen after a school receives final approval from the Board of Education. Implementation grants can help purchase supplies and equipment, provide for additional planning, and program build-out.

Review Procedures

Reviewers are asked to conduct a thorough review of those 2014 CSP startup applications which have been assigned to them. Using the criteria and rubric described in the following form, reviewers are asked to rate applications, and then submit the complete response form to RIDE via email.

Review teams for Rhode Island's CSP grant applications are comprised of representatives from the Office of Finance at RIDE, the Office of Charter Schools at RIDE, and education professionals with experience starting new charter schools (typically current charter school leaders).

Submission Instructions

Please complete the following form by:	**Thursday, September 17, 2015**
Send complete forms to:	Drew Allsopp, Charter School Coordinator, RIDE [redacted] ***Reviewers: Please be sure to sign and scan cover page.***

Thank you for supporting the Rhode Island Department of Education's Charter Schools Program!

School Information

Name of Proposed Charter School: _____

Name of Applicant: _____

Affiliation with Charter School: _____

Reviewer Information

Reviewer Name: _____

Title & Employer: _____

Disclosure of any affiliations with the applicant and/or the proposed charter school: _____

Review Summary

		Points:
I.	*Has the applicant submitted a complete and valid application?*	No/Yes
II.	*Does the applicant justify the need for support from the CSP, and describe how the grant will address the mission of the school and the needs of students?*	/2
III.	*Does the grant narrative describe the overall project and all specific project activities?*	/6
IV.	*Does the applicant identify clear, measurable benchmarks for the early, middle and final stages of grant activities?*	/4
V.	*Does the applicant create a budget that is supported by the project narrative and aligns with funding parameters?*	/6
VI.	*Has the applicant included all required attachments?*	Yes/No
	TOTAL POINTS	/18

I certify that this disclosure and summary page is complete to the best of my knowledge.

Reviewer Signature: _____

Date: _____

I. Completeness:

GUIDANCE **Applicants received the following explanation:**

A valid CSP application:

- is submitted by an applicant that has been awarded preliminary approval to open a charter school by the Rhode Island Board of Education.
- sets timetables and requests funding amounts that are within grant parameters. Parameters for planning: range of $50,000 - $120,000, with an average size of $100,000. Parameters for implementation: range of
- $250,000 to $350,000, with an average size of $300,000.
- All funds must be distributed by June 30, 2015.

A complete CSP application includes:

- A cover letter signed by the Board's chair
- A one-page executive summary
- Statement of need
- Project narrative
- Grant benchmarks and outcomes
- Project timeline
- Budget (in accordance with the RIDE CSP Budget Template)
- Required attachments, including:
  - job descriptions for any staff funded with CSP funds including consultant
  - Financial management, conflict of interest, and monitoring policies to be used by the Board
  - Board meeting calendar
- Signed CSP assurances

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

A.	*Has the applicant submitted a complete and valid application?*

NO **YES**

II. Statement of Need

GUIDANCE **Applicants received the following instructions:**

Explain the mission of the proposed school and the target population of students to be served. Justify the need for support from the CSP startup grant, and how it will address the mission of the school and the needs of students. Discuss the proposed school's needs and priorities in preparation for opening its doors to students.

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

II.	*Does the applicant justify the need for support from the CSP, and describe how the grant will address the mission of the school and the needs of students?*

0	1	2
The applicant does not effectively address how the grant will address the mission of the school and the needs of students.	The applicant addresses how the grant will address the mission of the school and the needs of students, but in a limited or general way.	The applicant justifies the need for support from the CSP, clearly stating how the grant will support the mission of the proposed school and meet the needs of students.

Questions or Comments:

III. Project Narrative

GUIDANCE **Applicants received the following instructions:**

Include a detailed narrative that describes the overall grant project design and plan, as well as each budgeted item. Justify that the quality and scope of grant activities will successfully address the identified needs of the proposed school. Support your cost assumptions.

1) Describe all proposed grant activities. Include specific scopes of work, projects to be developed, trainings to be attended, systems to be built, etc.
2) Identify who will be responsible for various stages of each grant activity, and what level of support they will need to complete the activity.
3) Describe how the proposed grant activities will meet the priorities of this grant competition.
4) Include explanations of how the school can wind down grant activities at the end of the grant period with no detrimental effect to the school.

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

III. Does the grant narrative describe the overall project and all specific project activities?

0	3	6
The narrative only generally describes the grant project, and does not include specific grant activities or scopes of work.	The narrative describes most or all of the specific project activities, but: Fails to describe how the proposed activities will meet the priorities of the grant competition OR Fails to describe how the school can wind down grant activities at the end of the grant with no detrimental effect to the school	The narrative comprehensively describes project activities, and meets all expectations described in the guidance.

Additional Questions or Comments:

IV. Benchmarks and Outcomes

GUIDANCE **Applicants were instructed to:**

Identify benchmarks for the early, middle, and final stages of grant activities and how progress will be measured toward these benchmarks. All benchmarks and goals should be clearly written, manageable, and measurable. These benchmarks should be directly linked to the stated needs of the program, and will be used to quantitatively track progress toward grant objectives.

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

IV.	*Does the applicant identify clear, measurable benchmarks for the early, middle and final stages of grant activities?*

0	**2**	**4**
The applicant does not identify clear, measurable benchmarks	The applicant identifies benchmarks, but they are not described clearly and/or would not function in the evaluation of progress across the entire grant term.	The applicant identifies clear, measurable benchmarks for all stages of grant activities.

Additional Questions or Comments:

V. Project Timeline

GUIDANCE **Applicants were instructed to:**

Create a timeline for the planning grant. List key events and details in chronological order that will lead up to final approval from the Board of Education, and then carry through the end of the planning year. The events in the timeline that require CSP funding should align with the grant request. NOTE: Assume a mid-May 2015 final approval date.

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

IV-A.	*Does the applicant create a timeline for the planning grant that reasonably aligns to the grant period and approval timeline?*

0	2	4
The applicant fails to create a clear timeline that aligns with the grant period and the RIDE approval timeline.	The applicant creates a timeline but it is too general to reasonably aid in tracking progress toward grant expenditures or shows a lack of understanding of grant requirements.	The applicant creates a clear timeline that aligns to the grant period and approval timeline.

Additional Questions or Comments:

V. Budget

<u>GUIDANCE</u> **Applicants were instructed to:**

Create a budget using the *Budget Form for FY2015 CSP Startup Applications.* The applicant's budget must remain within the funding parameters described in these *Guidelines* and demonstrate efficient use of resources. The budget will be reviewed to ensure customary and reasonable costs for all grant activities. The actual amount awarded will be contingent on the applicant's ability to support the proposed budget items in the application and cost eligibility.

<u>RATING</u> **Please rate by selecting the response that best applies to the question(s) provided.**

V. Does the applicant create a budget that is supported by the project narrative and aligns with funding parameters?

0	3	6
The grant budget contains items not supported in the project narrative, or is not aligned with funding parameters.	The grant budget is largely supported in the project narrative and aligns with funding parameters, but makes budget assumptions that do not meet the standard of customary and reasonable costs.	The grant budget is clearly and comprehensively supported by the project narrative and aligns with funding parameters.

Additional Questions or Comments:

VI. Attachments

GUIDANCE **Applicants received the following list of required attachments:**

- ✓ Job descriptions for any consultants funded with CSP funds. Note that the CSP may not fund recurring salaries such as teacher or administrator salaries.
- ✓ Financial management, conflict of interest, and monitoring policies to be used by the Board to ensure effective use and oversight of CSP funds during the planning period.
- ✓ Board meeting calendar.

RATING **Please rate by selecting the response that best applies to the question(s) provided.**

VI. Has the applicant included all required attachments?

NO **YES**

Additional Questions or Comments:

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** RICSP_Budget_Narrative.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT12401905 Funding Opportunity Number:ED-GRANTS-032717-002 Received Date:May 18, 2017 03:04:33 PM EDT

[redacted]

- [redacted]
- [redacted]

[redacted]

- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]
- [redacted]

[redacted]

- [redacted]
- [redacted]

[redacted]:

Of the 3% of funds reserved for administrative purposes, CSP-SEA administrative funds will be used to cover [redacted] of 2 FTE's salaries from the Office of College and Career readiness for the implementation and administration of the CSP-SEA grant over the 5-year grant period. With an average salary of [redacted] these funds will cover approximately [redacted] period. These personnel will be responsible for the implementation and fulfillment of the RICSP objectives, including, but not limited to, overseeing charter school authorization efforts, the RISCP subgrantee application process and technical assistance, and the evaluation of charters and RISCP specific subgrantees. Responsibilities will also include direct administration of RISCP grant funds to

ensure that grant funds are used prudently and to increase high quality learning opportunities for Rhode Island students, according to this budget.

Fringe *($0)*:

No federal funds requested.

Travel *($12,500)*:

The grant includes two major travel expenses:

(1) [redacted] funds reserved for technical assistance purposes, CSP-SEA administrative funds will be used to cover travel, lodging and other miscellaneous travel expenses for 1 staff member to anually participate in the CSP-SEA Project Director conference at a projected cost of about [redacted] per year and for the National Association of Charter School Authorizer Conferences. The conference will improve the authorizing quality of the office by ensuring the office is best equipped with nationally recognized best practices for authorizing. By equipping the office with nationally recognized best practices through these conferences, the office will continuously develop the capacity for and conducting fiscal oversight and auditing of charter schools.

([redacted] Of the [redacted] of funds reserved for technical assistant and approving authorize quality, the budget also includes [redacted] minimum necessary for at least one RIDE charter staff member to attend the annual federal conference and the annual conference of the National Association of Charter School Authorizers for the five year period. This cost basis for this item includes airfare at [redacted] per person, hotel at [redacted] per night for three nights, the state approved per diem amount of [redacted] per

day, and incidental fees per trip such as ground transportation, in-state mileage, and applicable registration fees.

Equipment *($0):*

No federal funds requested.

Supplies *($2,500):*

Technical Assistance Sessions ($2,500):

Of the 7% of funds reserve for providing technical assistance and increasing authorizing quality, RIDE has included $500 per year allocated for supplies and facilitation of technical assistance sessions. The supplies will enhance participant experience and provide effective assistance to applicant teams and charters undergoing the renewal process. RIDE will interweave technical assistance on CSP grants into existing and ongoing TA provided for new seat proposals. At the new seat proposal TA sessions, RIDE will ensure that the CSP subgrant opportunity and requirements are clear to applicants and ensure that applicants include clear and actionable goals related to the CSP objectives in their new seat proposals.

Contractual *($402,500):*

The grant includes three contractual services:

(1) Centralized Single "One-App" System ($250,000): Of the 7% of funds reserve for providing technical assistance and increasing authorizing quality, RIDE has included a $250,000 initiation cost for the creation of the centralized enrollment system that includes a parent choice portal. The initiation cost will be distributed in the second and third project year, giving RIDE planning and design time in the first year. The centralized enrollment will improve authorizer quality and

efficiency. The enrollment system will also enable increased authorizer research and evaluation. RIDE's first objective for the RICSP is to increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students. That said, a centralized enrollment system will increase access for educationally disadvantaged students and their families to applications for the RI charter school lotteries. The centralized enrollment system will not only help increase the number of high quality educational opportunities for educationally disadvantaged students, it will also improve RIDE's overall charter authorizing quality and efficiency. With an efficient authorizer, charter schools will focus on student achievement rather than multi-step, complicated authorizer processes. The funding of the RICSP and creation of a centralized enrollment system will allow authorizer research and evaluation to improve so that parents and families may analyze accurate, current data when making decisions for their student.

(2) Expert Independent Evaluator[redacted]n addition, of [redacted] RIDE has allotted [redacted] for an independent evaluator of new/expanding charter proposals, about $24,000 per year across all five years. RIDE has partnered with SchoolWorks, LLC for the external evaluation of charter application. SchoolWorks offers a continuum of services that meet the needs of its clients. SchoolWorks is an organization that works with schools, networks, districts, state departments of education and foundation. Quality reviews are one services of five that SchoolWorks provides. SchoolWorks expertise is in diagnostic and monitoring review of schools and in renewal site visits.

(3) Web-Based Performance Management Reporting Tool ([redacted] RIDE will contract with a consultant to develop a reporting tool that can integrate with the systems and data currently used to collect academic, financial and organizational performance management information. For sustainability purposes, the tool may or may not require a software license. Currently, RIDE staff use a variety of sources and data is gathered in many formats. The consultant will develop a system

that will provide RIDE staff with a seamless method to consolidate each piece of information. The final product will be a user-friendly, easily readable annual report that covers all areas of charter performance, focusing on academic achievement. Once developed, the tool will be used as part of annual reporting on each charter school, and used in the charter renewal process and to provide timely, summary data to the public and the Board of Education. The costs associated with this item will be distributed evenly over the first two project years. The cost of this web-based reporting tool is added to the 7% technical assistance cost, for expanding high quality charter schools by improving authorizer quality and reporting.

NACSA Membership ([redacted]

An integral piece of ensuring the Rhode Island Department of Education is following national best practice in charter authorizing and improving is maintaining its membership and connection to the National Association of Charter School Authorizers (NACSA). This membership cost is [redacted] per year as part and includes access to NACSA's published resources and online portal for members, NACSA support staff and discounted rates to attend the annual NACSA conference.

Construction *($0)*:

No federal funds requested.

Other ([redacted]

RIDE has allotted 90% of the RICSP budget for to Charter Start Up Grants, including planning and program design and implementation.

Planning and Program Design Grants: Under this amount, RIDE assumes up to [redacted] for each one year planning grants each of three schools in each cohort as outlined in Selection Criteria F

for a total of [redacted] during the first three years. The sub grants will allow RIDE to reach objectives 1 and 3 of the RICSP, increase the number of high-quality educational opportunities for Rhode Island's educationally disadvantaged students and foster partnerships among Rhode Island's charter public schools and with traditional school districts to raise achievement for all students in Rhode Island, particularly for educationally disadvantaged students. The award of this grant will attract a competitive charter applicant pool and ensure applicant teams are evaluated according to national best practices. More well-planned, well-implemented, Rhode Island charter seats will increase the number of high-quality educational opportunities. The application will demand a plan for dissemination of best practices from each applicant team, thereby fostering partnerships among Rhode Island's charter public schools with traditional school districts to raise achievement for all students in Rhode Island.

Implementation Projects: RIDE will distribute up to [redacted] implementation funding through a competitive process to support the creation of new charter schools that focus on serving educationally disadvantaged students. The average award size will be $400,000, depending on the nature of the proposal and its focus on the priority areas of the state and the grant. As described in Section F (Quality of Project Design) of the project narrative, RIDE anticipates awarding two year implementation grants for the three cohorts of three schools. Depending on the authorization year for each cohort, the implementation grants will span from year two until year five of the grant period.

Space Rental: Included in the 7% allocated for technical assistance is the cost for room rentals. Providing appropriate space will help enhance participant experience and provide effective assistance to applicant teams and charters undergoing the renewal process. RIDE has budgeted approximately $500 per year to accommodate space rentals for the technical assistance sessions.

Indirect Costs [redacted]:

(1) Approved Indirect Cost ([redacted]0): Indirect costs are calculated at 9.1% in accordance with the provisional indirect cost rate agreement between RIDE and the US Department of Education. This fee is distributed evenly across the three years of the project period.

(2) Audit Fee ([redacted] This audit fee is applied against federal grant revenue received by agencies to fund the single audit of federal grants conducted by the Office of the Auditor General each year. The audit fee rate applied to federal grant revenue fund by agencies is 0.05%. The single audit is required by federal law. This fee is distributed evenly across the three years of the project period.

***Budget Section B: Non-Federal Funds** ($0):*

RIDE does not anticipate providing any matching funds to this section.