

MINUTES

**Achievement First Rhode Island
Board of Directors Meeting**

Venue: Achievement First Providence High School
206 Elmwood Avenue, Providence, RI 02907

Zoom: <https://achievementfirst.zoom.us/j/85447510184>

Friday, January 26, 2024, 4:30-6:00 pm

I. Call to Order

The meeting was called to order at 4:41 PM by Maryellen Butke.

Name	Present	Name	Present
Mayor Brett Smiley	N	Macky McCleary	Y
Maryellen Butke	Y	John Iglizzi	N
James Wiley	Y	Mayor Charles Lombardi	N
Jo-Ann Schofield	Y		

II. Public Comment

No members of the public were present.

III. Board Business

A. Proposed Executive Session: Providence RFP (45 min)

Ms. Butke asked for a motion to enter into executive session to discuss the Request for Proposals for the Carl Lauro building. Moved by Macky McCleary, Seconded by Jo-Ann Schofield. All in favor, none opposed.

Ms. Butke asked for a motion to approve the resolution for approval of the Providence RFP. Moved by Macky McCleary, James Wiley seconded. All in favor, none abstained.

WHEREAS, the City of Providence released a Request for Proposals (the “RFP”), set forth on Exhibit A hereto, for the opportunity to secure a long-term lease on a property located at 99 Kenyon Street, Providence, RI, 02903;

WHEREAS, the Achievement First Rhode Island Board of Trustees (the “Board”) desires to submit a bid to the City of Providence proposing use of part of the building as an Achievement First Rhode Island (“AFRI”) school site (the “RFP Bid”), set forth on Exhibit B hereto;

WHEREAS, the Board has been advised of the material terms of the RFP and the RFP Bid, and the Board has determined that it is in the best interest of AFRI that AFRI submit an RFP Bid;

WHEREAS, in connection with the submission of the RFP Bid, AFRI will or may in future be required to execute certain other agreements, documents, instruments and certificates required by, or to be executed or provided in connection with, such RFP Bid (all of the foregoing collectively referred to as the “RFP Bid Documents”); and

NOW, THEREFORE, BE IT RESOLVED, that Achievement First, Inc. (“AF Inc.”) is hereby authorized and directed to execute and deliver, and perform all obligations of AFRI pursuant to, the RFP Bid Documents to which it is a party;

FURTHER RESOLVED, that any and all obligations by AFRI under the terms of the RFP Bid Documents are hereby authorized and approved;

FURTHER RESOLVED, that Lisa Margosian, Chief Executive Officer of Achievement First, Inc., Xanthe Jory, Chief Operating Officer of Achievement First, Inc., and Maryellen Butke, the Vice Chair of the Achievement First Rhode Island Board of Directors (collective the “Authorized Officers”) be authorized to execute and deliver all RFP Bid Documents on behalf of AFRI.

FURTHER RESOLVED, that the actions of the Authorized Officers in the name and on behalf of AFRI, in negotiating and preparing the terms of, and executing and delivering, the RFP Bid and the other RFP Bid Documents and any amendments, restatements, supplements, modifications, extensions, and renewals thereto and all other agreements, documents, instruments, and certificates related thereto, are hereby authorized and approved; and

FURTHER RESOLVED, that the form, terms, and provisions of the RFP Bid, substantially in the form presented to the Board, and the form, terms and provisions of the other RFP Bid Documents, in each case with such amendments and modifications as shall be approved by the Authorized Officers are hereby authorized and approved in their entirety, the execution and delivery thereof by the Authorized Officers to constitute conclusive evidence of such authorization and approval.

General

FURTHER RESOLVED, that each Authorized Officer of AF Inc. is hereby authorized and empowered to do or cause to be done all such acts or things, and to sign and deliver, or cause to be signed and delivered, any agreements, documents, instruments or certificates in the name and on behalf of AFRI or otherwise, as the Authorized Officers may deem necessary, advisable, or appropriate to effectuate or to carry out the purposes and intent of the foregoing resolutions and to perform the obligations of AFRI under the agreements, documents, and instruments referred to therein; and

FURTHER RESOLVED, that any and all actions taken by the Authorized Officers in connection with the negotiation and preparation of the RFP Documents prior to the date hereof are hereby ratified, affirmed and approved in all respects.

Ms. Butke asked for a motion to exit executive session following the RFP discussion. Macky McCleary moved to exit executive session, James Wiley seconded. All in favor, none abstained.

B. Board Resolutions and Approvals: Previous Meeting Minutes (5 min)

Ms. Butke asked for a motion to approve prior meeting minutes. Macky McCleary moved, James Wiley seconded. All in favor, none abstained.

BE IT RESOLVED, the AF Rhode Island Board of Directors hereby approves the meeting minutes from December 11, 2023.

I. Discussion with Achievement First

A. Academics & Strategy for Progress (25 min)

Karolyn Belcher, Superintendent, provided updates on the academic progress across Rhode Island schools. She noted that there is progress across the schools, although it's challenging to compare given the period of growth that Rhode Island schools are still experiencing. She presented state test results, which are up. She also presented on interim assessments, which have declined slightly, but noted that she still feels positive about the results. Kevin Lohela stated that the results are not where AF would like them to be, but he was excited about some of the day-to-day progress. He noted the results are roughly where they expected the results to be.

Ms. Belcher noted the middle school results are still below the waterline, but noted it was the same issue as with the elementary school that the assessments are different than last year.

She feels comfortable that they are moving toward growth. Mr. Lohela stated that he was excited about the way that talent has been mirroring outcomes. As they have serially opened schools, it has been challenging to bring in new teachers and there has been a movement of staff across schools.

B. Proposed Executive Session: CEO Updates (10 min)

Ms. Butke asked for a motion to enter executive session for a discussion with AF CEO Lisa Margosian. All in favor, none abstained. Mackey McCleary moved, seconded by Jo-Ann Schofield. All in favor, none abstained.

Ms. Butke asked for a motion to exit executive session, Macky McCleary moved, seconded by Jo-Ann Schofield. All in favor, none abstained.

II. Adjourn

Ms. Butke asked for a motion to adjourn at 5: 51 PM. Macky McCleary moved, seconded Jo-Ann Schofield. All in favor, none abstained.

Achievement First
Rhode Island
Board of Directors

January 26, 2024





MEETING AGENDA

5:30 PM

- Call to Order

Board Business

5:35 PM

- Proposed Executive Session: Providence RFP (45 min)
- Board Resolutions and Approvals: RFP and Previous Meeting Minutes (5 min)

Board Discussion with Achievement First

6:25 PM

- Academics & Strategy for Progress (25 min)
- Proposed Executive Session - CEO Updates (10 min)

Adjourn

Introduction

Welcome! As we embark on the second half of the school year, we are taking a moment to reflect on the work being done this year to ensure we are delivering on our commitment to our families and children. This mission critical work is happening across our schools, and at the heart of all of our decisions is our dedication to academic excellence and delivering the highest quality education to our students.



The bulk of our time will focus on our recommendation to respond a Providence RFP to realize our **growth plans**. We are finalizing the RFP now and will share full details at the meeting on Monday.



We will also review **academic results and our approach to improve results**. We first share state test results from last year. We then outline our approach to improve results. Lastly, we share assessments from mid-year to show the impact of our approach.

Thank you for taking the time to review the enclosed materials. We look forward to an engaging conversation.



Executive Session: Providence Response to RFP

Providence Request for Proposals (RFP)

Achievement First, Inc. (“Achievement First”) recommends that the Achievement First Rhode Island Board approve the submittal of a bid to the City of Providence.

- AFRI faces considerable growth limitations, due largely to challenges in securing additional adequate facilities.
- On Dec. 18, 2023, the City of Providence released a Request for Proposals (RFP) to secure a long-term lease on a property that was previously a school building.
- The RFP is due on January 29, 2024 and requires AFRI Board approval.
- It allows us to serve 550 students and continue our growth commitments to the Providence Community.
- The leased building will require a commitment from AFRI of approximately \$8MM over the next 10 years. We have interested funders and believe this is feasible.

We believe that our greatest chance of securing the building while ensuring AF Rhode Island’s longevity and financial sustainability is to jointly submit a bid with Excel Academy, another charter school network.

Our Strongest Application Requires Partnership

Due to limited inventory, the RFP is extremely competitive. We believe that partnering with another school gives us the greatest opportunity to win the bid.

- We have identified Excel Academy as our strongest partner.
- We propose a co-location structure, dividing the building in a roughly even split with some shared spaces and services, accommodating an Excel K-8 school of ~540 students and Envision ES with ~565 students.
- We have completed a period of mutual diligence between the organizations to review financial and other related information.
- The partnership with Excel will be governed by an Memorandum of Understanding (MOU), which codifies our agreed approach to topics including capital repairs, operations, dispute resolution, assignation, termination, and financial obligations of both parties.

We have visibility into some of the lease terms; others are not named in the RFP and will need to be negotiated if we are awarded the building.

- Tenant will have full care and control of the building (similar to 370 Hartford).
- Annual base rent is \$1/year; tenant is responsible for capital improvements, utilities, and upkeep.
- Our bid is binding, including in terms of financial commitments related to capital improvements and facilities operations.
- Bid must be submitted on January 29, 2024. Per the RFP timeline, notice of winning bid is scheduled to be provided 60 days after submission (end of March, 2024).
- The length of the lease term will need to be negotiated if we win, but we are requesting a minimum of 40 years.

Building Details

The building is “E” shaped and will be roughly divided between AFRI and Excel Academy.

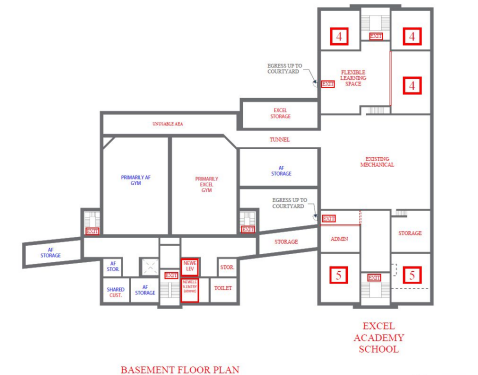
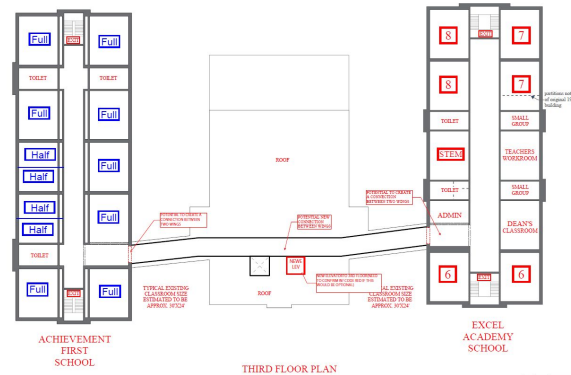
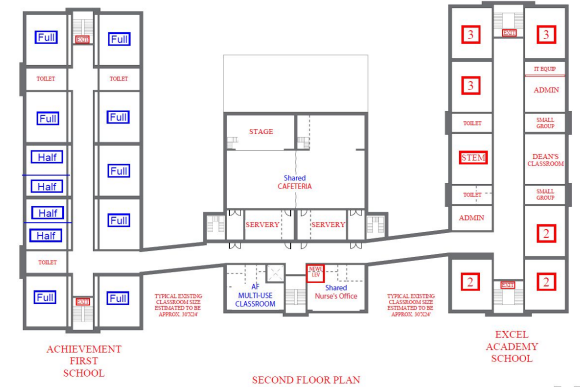
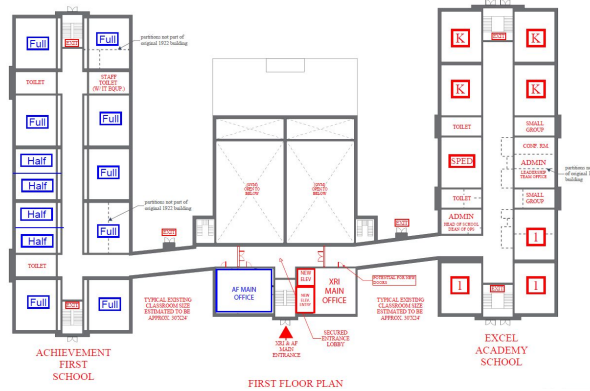
Location: 99 Kenyon St, between Downtown Providence and Federal Hill (approximately 2 miles from other AFRI schools).

History/Past Use: Built in 1922; was in active use as a PPSD school until June, 2022.

Layout: Two main wings, separated by a central central gym/cafeteria, includes outdoor space/playground on school grounds.

Size: ~117,000 SF

Anticipated Occupancy: Fall 2025



Needs Identified (as of January 26, 2024)

We have identified several building needs based on our walk through in January. We anticipate the need to complete significant work prior to occupancy

- Capital Improvements: including HVAC upgrades, masonry repointing, and technology installations.
- Cosmetic Improvements: including bathroom upgrades, water fountains, window ACs, environmental abatement where needed, minor reconfiguration of rooms and extensive painting.
- Furniture: the facility is unfurnished, however we can move AF Envision's existing furniture to the new space to significantly reduce costs.

AFRI proposed capital budget includes 16.5% contingency in anticipation of additional future expenses, to be identified during the lease and capital planning process, if RFP awarded.

Expected Capital Costs

The AFRI-share of capital expenditures is expected to be approximately \$8MM over the next 10 years.

<i>(\$ in millions)</i>	Prior to Occupancy	Years 2 - 5	Years 6 - 10	Total
Option 1	\$3.08	\$2.94	\$1.55	\$7.57
Option 2	\$4.99	\$1.39	\$1.72	\$8.10

- The difference between the Option 1 and Option 2 relate to the timing of fundraising. Although we know we need to raise **at least \$3MM in philanthropy** prior to occupancy, we will adjust to the Option 2 if we are able to raise more funding during the next 18 months.
- Although we intend to fund the Prior to Occupancy investments with philanthropy dollars, the remaining capital expenditures will need to be funded with a **combination of new philanthropy coupled with mandatory asset protection spending from operating cash flows.**

Expected Capital Costs con't

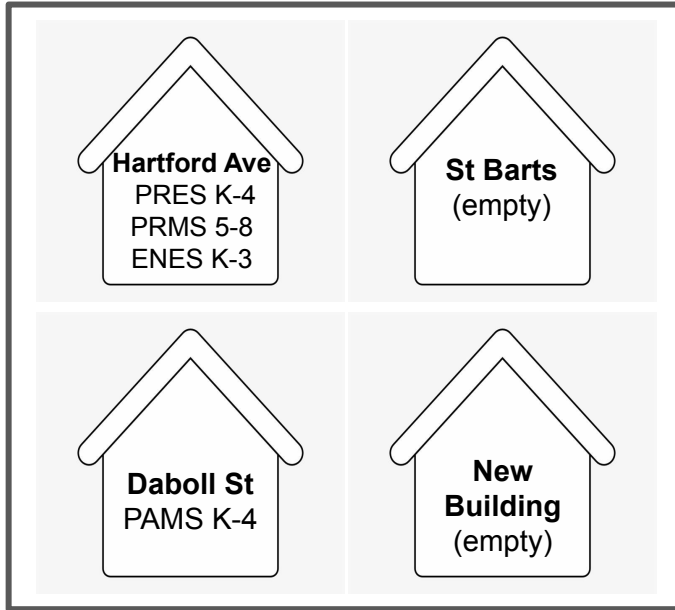
Higher contingencies have been built into the budget because we are estimating building improvement outlays many years into the future.

Option 1	FULL BUILDING COSTS				AF SHARE OF BUILDING COSTS				
	(\$ in millions)	Prior to	Years 2 - 5	Years 6 -10		Prior to	Years 2 - 5	Years 6 -10	
General Conditions		\$0.75	\$0.59	\$0.65		\$0.37	\$0.29	\$0.32	
Mechanical, Engineering, Plumbing		\$0.81	\$0.82	\$0.40		\$0.40	\$0.41	\$0.20	
Fixtures, Furnishings, Technology		\$1.81	\$0.69	\$0.45		\$0.91	\$0.46	\$0.33	
Conveying Systems		\$0.10	\$0.70	\$0.00		\$0.05	\$0.35	\$0.00	
Roof, Masonry, Exterior		\$0.55	\$1.31	\$0.67		\$0.28	\$0.66	\$0.34	
Soft Costs and Contingencies		\$1.70	\$1.53	\$0.92		\$1.07	\$0.77	\$0.36	
Total		\$5.72	\$5.64	\$3.09	\$14.45	\$3.08	\$2.94	\$1.55	\$7.57
Option 2	(\$ in millions)	Prior to	Years 2 - 5	Years 6 -10		Prior to	Years 2 - 5	Years 6 -10	
General Conditions		\$0.75	\$0.59	\$0.65		\$0.37	\$0.29	\$0.32	
Mechanical, Engineering, Plumbing		\$1.15	\$0.49	\$0.40		\$0.57	\$0.25	\$0.20	
Fixtures, Furnishings, Technology		\$2.71	\$0.49	\$0.70		\$1.35	\$0.24	\$0.35	
Conveying Systems		\$0.70	\$0.00	\$0.00		\$0.35	\$0.00	\$0.00	
Roof, Masonry, Exterior		\$1.56	\$0.31	\$0.67		\$0.79	\$0.16	\$0.34	
Soft Costs and Contingencies		\$2.55	\$0.71	\$0.91		\$1.56	\$0.45	\$0.51	
Total		\$9.42	\$2.59	\$3.33	\$15.34	\$4.99	\$1.39	\$1.72	\$8.10

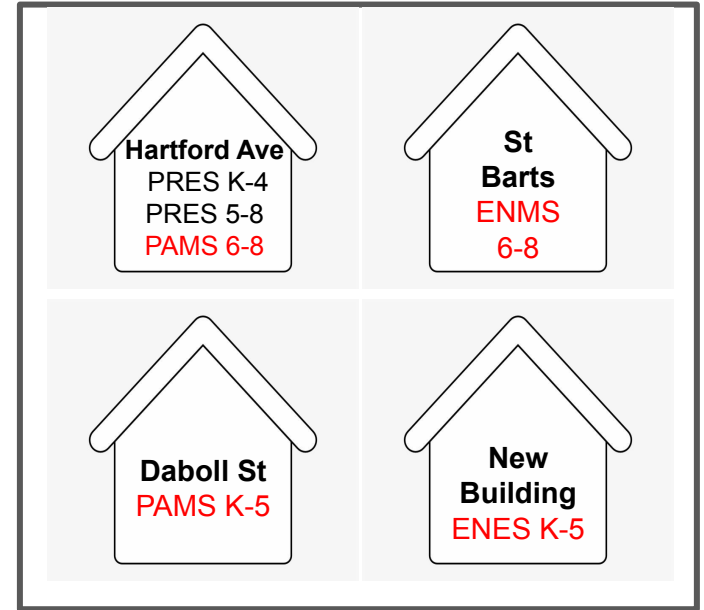
Impact of the Building on Other Schools

If we win the bid, we will have enough room across the four buildings to house all of our schools including our growing student population.

CURRENT STATE



STEADY STATE, AT SCALE



The addition of the building will allow us to move an elementary school into its own building, providing room in our other three buildings for our growing ES and MS populations and ensuring there is sufficient space for all of the students.



Risk	Mitigating factors and actions
<p>We've had limited time for diligence on the building. It is possible it will need additional work, leading to higher costs.</p>	<ul style="list-style-type: none"> ● Request additional diligence opportunities during lease negotiation period (before signing). ● We are including a contingency line for unknown costs.
<p>There are competing needs in RI, and pursuing this building takes money off the table for other things.</p>	<ul style="list-style-type: none"> ● We believe facilities challenges present an existential problem in RI. Without securing additional space, our ability to serve our current students is in jeopardy.
<p>Excel Academy is a new partner and partnerships come with inherent relational and financial risks.</p>	<ul style="list-style-type: none"> ● While new to us, Excel is a known entity to some of our funders and supporters (CSGF and CityFund) ● We are conducting financial due diligence on Excel. ● We are drafting the MOU to ensure it accounts for possible sideways-scenarios (closure, insolvency, bankruptcy, etc.).
<p>Making ENES a K-5 is a departure from our existing model and introduces programmatic and operational complications.</p>	<ul style="list-style-type: none"> ● We will be piloting this with Promesa ES next year. Given how it works at Promesa, we may consider making this change for the whole region. ● We feel confident we can make the necessary changes to overcome the programmatic and operational complications.

The building will be financially challenging, but doable

The table belows shows the expected costs to AF for capital projects (shared and AF specific), as well as building operations and maintenance. Assumes prevailing wage? Should we add a contingency line?

TABLE HERE-maybe this is basically row 20 from the master cost table?

We will need to secure philanthropic support for capital projects—CityFund has already given us positive signs about funding this project. IF we are able to secure sufficient funding, we would prefer to front load the capital projects before occupancy. If not, we will spread them out more broadly.

However, we believe that even if we are unable to secure donations, we can afford this building through per pupil operating revenue.

Total	Prior to Occupancy	Year 1-5	Year 6-10	TOTAL INVESTMENT
Complete Scope: Expected Total Capital Costs for AF (including shared)	\$4,986,488	\$1,396,331	\$1,729,404	\$8,112,223
Limited Scope: Expected Total Capital Costs for AF (including shared)	\$3,083,393	\$2,935,952	\$1,729,404	\$7,748,749
Operating Funds Available) (Asset Protection)	\$776,097	\$3,493,953	\$6,376,193	\$10,646,242
Philanthropy Required (Complete)	\$4,210,391	N/A	N/A	
Philanthropy Required (Limited)	\$2,307,296	N/A	N/A	



Total	Prior to Occupancy	Year 1-5	Year 6-10	TOTAL INVESTMENT
Range of Expected Capital Costs for AF (including shared)	\$3.1-\$4.9M	\$1.4-\$2.9M	\$1.7M	\$7.7-8.1M
Operating Funds Available (Asset Protection)	\$0.75M	\$3.5M	\$6.4M	\$10.6M
Year 0 Philanthropy Required	\$2.3-\$4.2M			

Range of Expected Capital Costs is based on two alternative timing scenarios. The lower range requires less philanthropy raised up front, but requires pushing out needed improvements to later years (e.g. elevator). If funds can be raised, it is preferable to complete as much work in year 0 as possible.

Current State

In our current state, we _____.

CURRENT STATE



Add in details about how we will run out of space, can't serve growing population, etc.

Assumptions and Implications

- This assumes we win Lauro and locate one school there (colocated with Excel).
- Illuminar ES / MS and Providence ES / MS will be not impacted
- This assumes we can retain **and expand** St Barts
- ENES/MS and PAES/MS would be a K-5, 6-8 model. We could choose to make this consistent across the region (incorporating ILES/MS and PRES/MS as well), or not.
- Getting to steady state will take at least 3 years with some movement each year.



- Housing Envision ES at Lauro as a K-5 unlocks other facilities use opportunities at our existing facilities for a smaller middle school thereby advancing us significantly in our quest to serve our existing students and growing schools (see appendix)

We are comfortable with the terms as laid out in the RFP



- We are clear on some of the lease terms; others are not named in the RFP and will need to be negotiated if we win
 - The length of the lease term is TBD, but we are requesting 40 years.
 - As tenants, we would have full care and control of the building (similar to 370 Hartford)
 - The lease cost is \$1/year; the main cost to us will be staggered capital improvements on the building (similar to our approach at 370 Hartford Ave.)
- The proposal/bid that we submit is “binding” in terms of financial commitments related to capital investments
 - We are going to undercommit in the RFP so we aren’t “trapped” into a spend that turns out not to be necessary
- The likelihood of our winning is unclear, though we believe we are submitting a strong proposal



- Excel is a fellow CSGF school who operates mostly in MA but has one growing school in Providence.
- Excel will locate a K-8 in the building, with roughly 524 students. We will share the building in a roughly even split with some shared spaces and services. This allows for a comfortable footprint for ENES
- We are initiating a period of mutual diligence between the organizations
- The partnership with Excel will be governed by an MOU (which is based on our MOU with Uncommon at BKHS).

The MOU will outline the terms of our agreement with Excel - it is still in draft form but these are the primary terms of the agreement.

- **Space allocation and usage**
 - [Drawing](#) outlining shared space, individual school space (still in draft)
 - Establishing building committee
 - Hiring property manager
 - Jointly entering service contracts
- **Division of costs**
 - [Schedule A - Cost Sharing](#)
 - Each party responsible for own repairs
 - Facilities budgeting reviewed yearly
 - Shared cost manager
 - Joint funding (still being decided/in draft)
- **Multiyear project schedule**
 - Outlines 10 years of capital improvements

- **Lease:** Agreement to enter lease with similar terms if awarded RFP
- **Arbitration:** Agreement to pursue arbitration if disagreement cannot be resolved
- **Assignment:** Can assign the MOU to another party only w/ prior written approval of the other party
- **Amendment/waiver:** only w/prior written approval of the other party
- **Cessation of Operation:** if one party decides to close the school and leave the space:
 - Both parties have right of first refusal to take over entire building/lease
 - Party ceasing operation continues to be responsible for all costs until a replacement school is located - any replacement school must be approved by the other party
- **Financial Insolvency/Bankruptcy:** terms to protect us in the case of financial issues
- **Financial disclosures:** requirement to disclose prior to RFP and periodically after
- **Confidentiality**
- **Insurance requirements**
- **Reporting:** who will evaluate effectiveness and adherence to the agreement and when evaluation will happen (in draft)

The building will be financially challenging, but doable

The table belows shows the expected costs to AF for capital projects (shared and AF specific). We are assuming a standard contingency line in all capital projects. We are not assuming any work to be prevailing wage.

We will need to secure philanthropic support for capital projects– City Fund has already given us positive signs about funding this project. IF we are able to secure sufficient funding, we would prefer to front load the capital projects before occupancy. If not, we will spread them out more broadly.

We believe that the total outlay for this building is affordable for AF, through per pupil operating revenue, but the initial outlay required for the best start will require philanthropic support, or deferral of significant management fees (approximately 5 months) to utilize cash on hand.

This building will be financially challenging, but doable



Total	Prior to Occupancy	Year 1-5	Year 6-10	TOTAL INVESTMENT
Complete Scope: Expected Total Capital Costs for AF (including shared)	\$4,986,488	\$1,396,331	\$1,729,404	\$8,112,223
Limited Scope: Expected Total Capital Costs for AF (including shared)	\$3,083,393	\$2,935,952	\$1,729,404	\$7,748,749
Operating Funds Available) (Asset Protection)	\$776,097	\$3,493,953	\$6,376,193	\$10,646,242
Philanthropy Required (Complete)	\$4,210,391	N/A	N/A	
Philanthropy Required (Limited)	\$2,307,296	N/A	N/A	

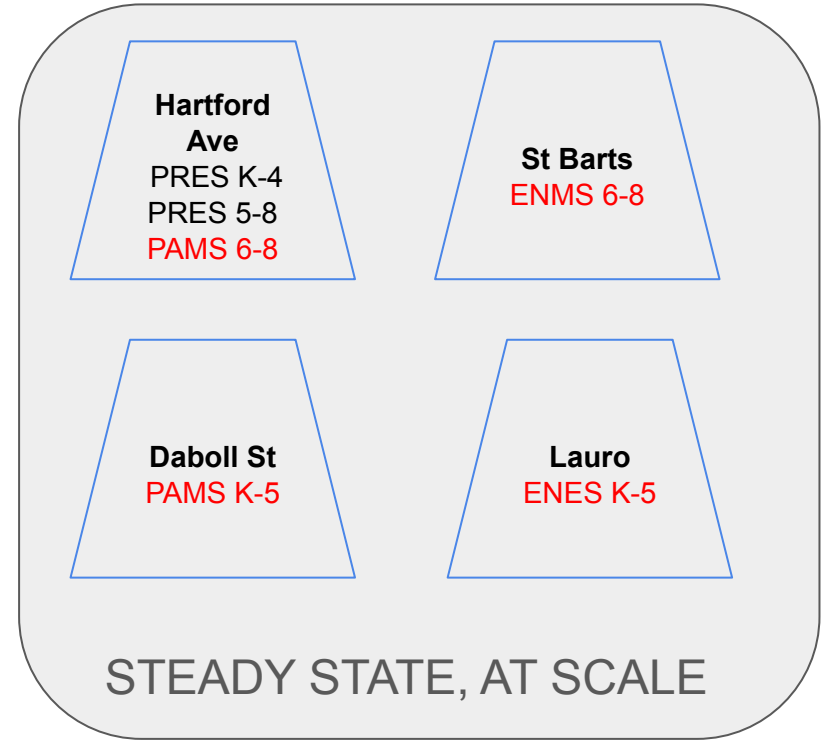
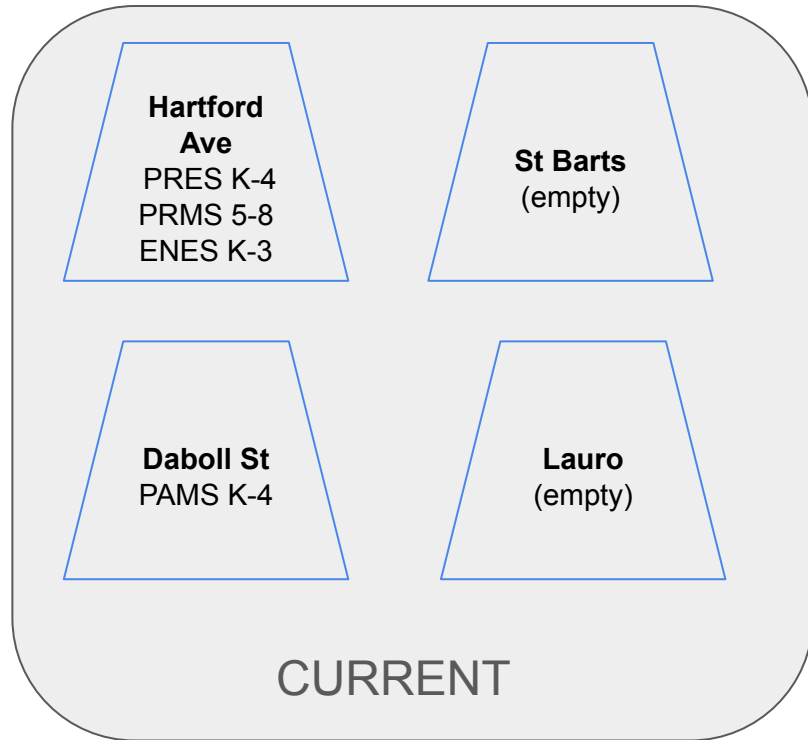
- Obtaining Lauro allows us to continue to grow our ES schools that have already opened (Envision ES) and continue to open the corresponding MS's (Promesa MS and Envision MS)
- Adding Lauro as part of our facilities portfolio in RI, and having Envision ES reside there, gives us a path forward towards having a permanent home for each of our current and growing schools (see appendix).
- As we seek letters of support for our bid and approach funders, we are seeing evidence that a partnership with Excel on this building may make us more attractive to funders and community partners.



Risk	Mitigating factors and actions
<p>We've had limited time for diligence on the building. It is possible we will be surprised by something that needs more work than expected, leading to higher costs.</p>	<ul style="list-style-type: none"> -Request additional diligence opportunities during lease negotiation period (before signing). -Include contingency line as we plan for costs.
<p>We know there are many competing needs in RI, and pursuing this building takes money off the table for other things.</p>	<ul style="list-style-type: none"> -We need to confirm we are comfortable naming facilities as a priority—because it is existential.
<p>Excel Academy is a new partner for us, partnerships come with inherent relational and financial risks.</p>	<ul style="list-style-type: none"> -While new to us, Excel is a known entity to some of our funders and supporters (CSGF, CityFund) -Currently conducting financial diligence on Excel. -Ensure the MOU accounts for possible sideways-scenarios (closure, insolvency, etc.).
<p>Making Envision Elementary a K-5 (instead of K-4) is a departure from our existing model and introduces programmatic and operational complications</p>	<ul style="list-style-type: none"> -Piloting this with Promesa ES next year - Have the support of key stakeholders, including Regional Leaders, KD, JS, and KB -Could consider making this change for the whole region long-term

Appendix

Proposed Changes to RI Locations



Assumptions and Implications

- This assumes we win Lauro and locate one school there (colocated with Excel).
- Illuminar ES / MS and Providence ES / MS will be not impacted
- This assumes we can retain **and expand** St Barts
- ENES/MS and PAES/MS would be a K-5, 6-8 model. We could choose to make this consistent across the region (incorporating ILES/MS and PRES/MS as well), or not.
- Getting to steady state will take at least 3 years with some movement each year.



Recommended Resolution - Providence RFP

WHEREAS, the City of Providence released a Request for Proposals (the “RFP”), set forth on Exhibit A hereto, for the opportunity to secure a long-term lease on a property located at 99 Kenyon Street, Providence, RI, 02903;

WHEREAS, the Achievement First Rhode Island Board of Trustees (the “Board”) desires to submit a bid to the City of Providence proposing use of part of the building as an Achievement First Rhode Island (“AFRI”) school site (the “RFP Bid”), set forth on Exhibit B hereto;

WHEREAS, the Board has been advised of the material terms of the RFP and the RFP Bid, and the Board has determined that it is in the best interest of AFRI that AFRI submit an RFP Bid;

WHEREAS, in connection with the submission of the RFP Bid, AFRI will or may in future be required to execute certain other agreements, documents, instruments and certificates required by, or to be executed or provided in connection with, such RFP Bid (all of the foregoing collectively referred to as the “RFP Bid Documents”); and

NOW, THEREFORE, BE IT RESOLVED, that Achievement First, Inc. (“AF Inc.”) is hereby authorized and directed to execute and deliver, and perform all obligations of AFRI pursuant to, the RFP Bid Documents to which it is a party;

Recommended Resolutions - Providence RFP cont'd

FURTHER RESOLVED, that any and all obligations by AFRI under the terms of the RFP Bid Documents are hereby authorized and approved;

FURTHER RESOLVED, that Lisa Margosian, Chief Executive Officer of Achievement First, Inc., Xanthe Jory, Chief Operating Officer of Achievement First, Inc., and Maryellen Butke, the Vice Chair of the Achievement First Rhode Island Board of Directors (collective the “Authorized Officers”) be authorized to execute and deliver all RFP Bid Documents on behalf of AFRI.

FURTHER RESOLVED, that the actions of the Authorized Officers in the name and on behalf of AFRI, in negotiating and preparing the terms of, and executing and delivering, the RFP Bid and the other RFP Bid Documents and any amendments, restatements, supplements, modifications, extensions, and renewals thereto and all other agreements, documents, instruments, and certificates related thereto, are hereby authorized and approved; and

FURTHER RESOLVED, that the form, terms, and provisions of the RFP Bid, substantially in the form presented to the Board, and the form, terms and provisions of the other RFP Bid Documents, in each case with such amendments and modifications as shall be approved by the Authorized Officers are hereby authorized and approved in their entirety, the execution and delivery thereof by the Authorized Officers to constitute conclusive evidence of such authorization and approval.



Recommended Resolutions - Providence RFP cont'd

General

FURTHER RESOLVED, that each Authorized Officer of AF Inc. is hereby authorized and empowered to do or cause to be done all such acts or things, and to sign and deliver, or cause to be signed and delivered, any agreements, documents, instruments or certificates in the name and on behalf of AFRI or otherwise, as the Authorized Officers may deem necessary, advisable, or appropriate to effectuate or to carry out the purposes and intent of the foregoing resolutions and to perform the obligations of AFRI under the agreements, documents, and instruments referred to therein; and

FURTHER RESOLVED, that any and all actions taken by the Authorized Officers in connection with the negotiation and preparation of the RFP Documents prior to the date hereof are hereby ratified, affirmed and approved in all respects.



Recommended Resolutions

Meeting Minutes

1. BE IT RESOLVED, the AF Rhode Island Board of Directors hereby approves the meeting minutes from December 11, 2023.



Academics & Strategy for Progress



Section Overview

The following sections review our progress made in 2022-2023, our strategy to continue to improve on those results, and progress-to-date in 2023-2024.

Our academic updates are presented in three sections: performance on state exams in 2022-2023, our theory of change using continuous improvement cycles, and a progress update on key academic measures this school year. Taken together, this content tells the story of our academic progress. It describes where we were, our strategy for improvement, and the current impact of that strategy.

State Test Performance in 2022-2023: Last year, we observed generally positive results across grades and regions.

Continuous Improvement Cycles: This year, we are anchoring in stable cycles of continuous improvement. These cycles include: collaborative school walkthroughs, periodic assessments of student learning, and aligned school reflection days to analyze and plan responses to data.

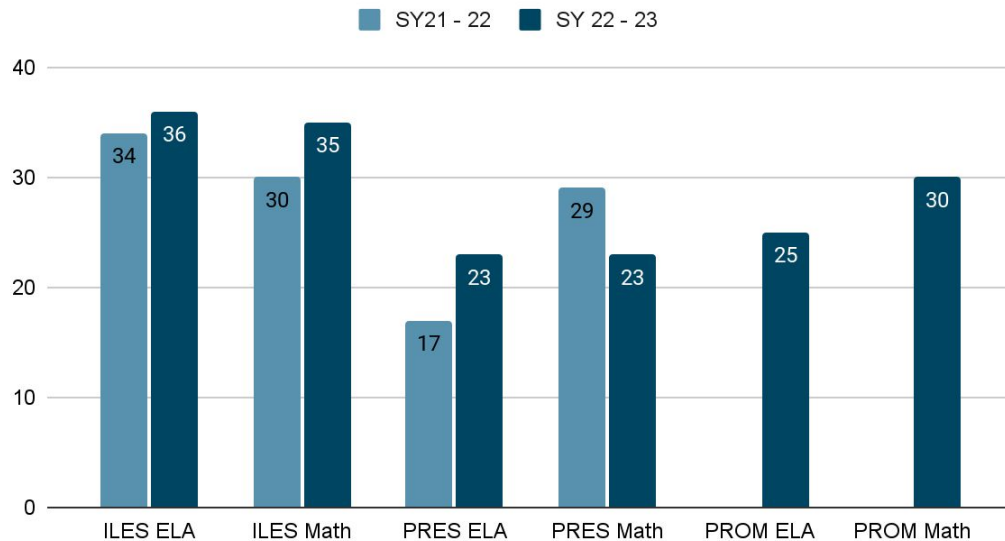
Academic Assessments in 2023-2024: Data from the assessments taken this year provide a strong indicator of where our strategy is working and where we have more work to do to support growth.

State Test Performance in 2022-2023

State Test Year Over Year Comparisons - Elementary Schools

We are seeing positive growth in almost all academies and content areas.

Elementary Schools

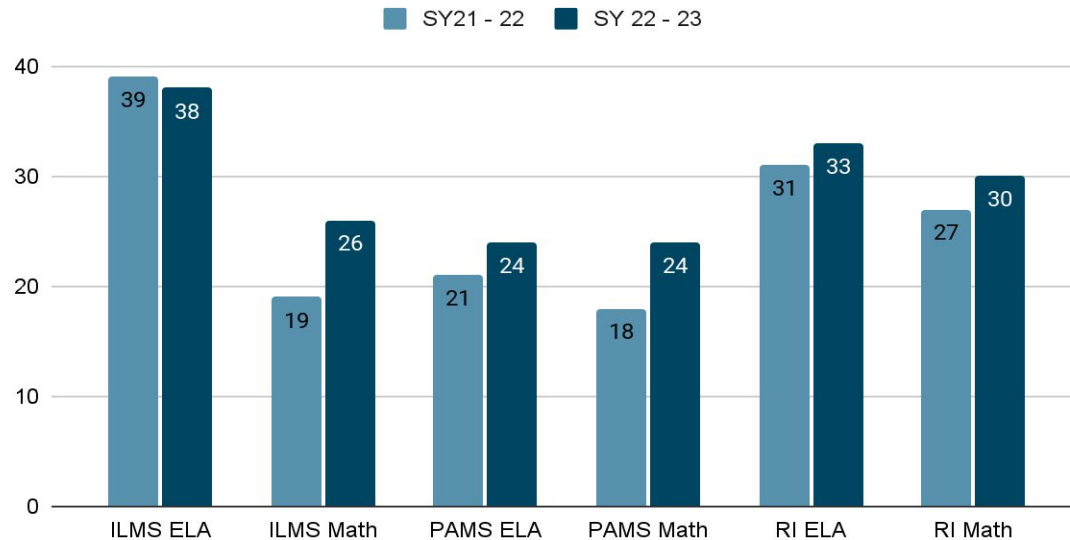


Elementary Schools: overall performance was flat in Math and incremental growth was observed in ELA. Schools in the region are continuing to scale each year, which makes it difficult to evaluate regional-level growth. Individual school level performance is mixed, with all but one showing growth from 2021-2022.

State Test Year Over Year Comparisons - Middle Schools

Most of our middle schools are showing growth, with particularly strong results in math when compared to the state.

Middle School



Middle Schools: With the exception of Illuminar ELA, all contents and campuses improved from their 2021-2022 performance. Math made notable growth as a region in 2022-2023, nearly doubling the growth rate of the state. ELA grew, on average, at a similar rate to the state.

PSAT 2023 Results - Providence HS, Juniors Only

Providence High School's average PSAT score was 872 out of 1600 points with 440 points out of 800 for Evidence-Based Reading and Writing (ERW) and 432 points out of 800 for Math.

28%

of PHS students earned 490+ for ERW which is the score cutoff the College Board research uses to indicate that these students are highly likely to maintain a passing average in college-level reading and writing coursework.

36%

of PHS students earned 470+ on Math a score cutoff that College Board research uses to indicate that these students are likely to maintain a passing average in college-level math coursework (though some remediation may be required).

Continuous Improvement Cycles



Our Theory of Change - Continuous Improvement Cycles

We believe that stronger student learning results are possible with stronger curriculum, effective implementation, and regular assessment of student learning. We have implemented this plan largely as designed.

Strong Foundational Tools

We've chosen the strongest materials to provide the best foundation for teachers, and created the conditions for implementing.



Implementation Strategy

We have clear goals for implementation, a plan to monitor through walkthroughs and respond through professional learning.



Assessment Strategy

We have a clear plan to measure student learning outcomes, analyze data, and respond meaningfully to measure growth.

Improved Student Learning Outcomes

Our bet: as we improve teacher practice, aligned to strong curricular tools, we will see student achievement increase.

Our Theory of Change - Continuous Improvement Cycles

To support the implementation of these levers to drive change, we have implemented four improvement cycles, depicted here.

By our meeting, we will have completed two of four continuous improvement cycles that include shared instructional walkthroughs of campuses, professional learning for leaders and teachers, and student learning assessments.

Reflection Days

Schools have reflection days with access to a comprehensive set of data from which to prioritize and action plan.

Walkthroughs

Network teams conduct walkthroughs to support action planning at the school and network level

Assessment

Student learning is assessed through interim assessments or benchmark assessments.

Grading Day/Analysis

Network and schools analyze their teacher practice and student learning data together.

Continuous Improvement Cycles - Walkthrough Takeaways



We have completed two cycles of walkthroughs at each school level and are working with leadership and teachers to address the specific challenges at each school.

Elementary School: We have seen teachers adopt the new literacy curriculum across our elementary schools, although we continue to observe some discrepancies in consistent implementation and alterations in the lessons.

Middle School: We have observed consistent implementation with varying degrees of fidelity and room for growth including better internalization of the purpose of the lessons.

High School: We have observed teachers consistently implementing the new lesson plans; however, the efficacy of implementation varies based on teacher-level modifications.

All teachers and leaders receive development and support from the network, although there is meaningful variation in what professional learning looks like across our academies and content areas. We have focused on identifying the right strategy, format, and content of professional learning based on whether a content area or grade has adopted new curriculum, the type of learning and support needed by teachers or leaders (as evidenced through walkthroughs), and the capacity to provide effective training given constraints in staffing, geography, and content.

Continuous Improvement Cycles - Professional Learning

To support the professional development of teachers and leaders, we are facilitating sessions across the network approximately once per month.

Overall Average for Teacher Training - September through December (Strongly Agree/Agree)		
Measure	Description	Rating
Overall Impact	The percentage of participants who agreed that sessions effectively supported their development and preparation for the school year.	83%
Overall Inclusion	The percentage of participants who agreed they felt included by facilitators and the varying session designs.	96%
Overall Logistics	The percentage of participants who agreed that logistics were clear.	94%

We survey teachers after each session and have strong favorable results. While “Overall Impact” is currently rated the lowest, we believe this is due largely to mixed experiences with online professional development and have seen that number improve from Sept. through Dec.

Academic Assessments in 2023-2024

Elementary School Academic Performance 23-24

We observe significant growth in ES math, while ELA declined slightly.

Measure	Explanation	EVES	ILES	PAES	PRES	RI Network	Overall Rating
Proficiency in Math	Cumulative assessments to allow us to see how students are retaining content throughout the year and their ability to apply it in different application tasks in each subject area.	41% (-.4)	49% (+12)	38% (+4)	45% (+10)	43% (+23)	Meeting Growth
Proficiency in English Language Arts		4% (-6)	7% (-3)	21% (+3)	10% (-12)	11% (-4)	Below Waterline

● Exemplary
● Proficient or Meeting Growth Goal
● Progressing Toward Proficient
● Waterline

Middle School Academic Performance 23-24

We are seeing positive trends in accuracy and proficiency in ELA from grades 6-8, however we continue to have concerns for our 5th grade cohort.

Measure	Explanation	Providence	Illuminar	RI Network	Overall Rating
Proficiency in Math	Cumulative assessments to allow us to see how students are retaining content throughout the year and their ability to apply it in different application tasks in each subject area.	17% (-7)	16% (-20)	17% (-13)	Below Waterline
Proficiency in ELA		35% (-7)	34% (-3)	35% (-5)	Below Waterline

- Exemplary
- Proficient or Meeting Growth Goal
- Progressing Toward Proficient
- Waterline

High School Academic Performance 23-24

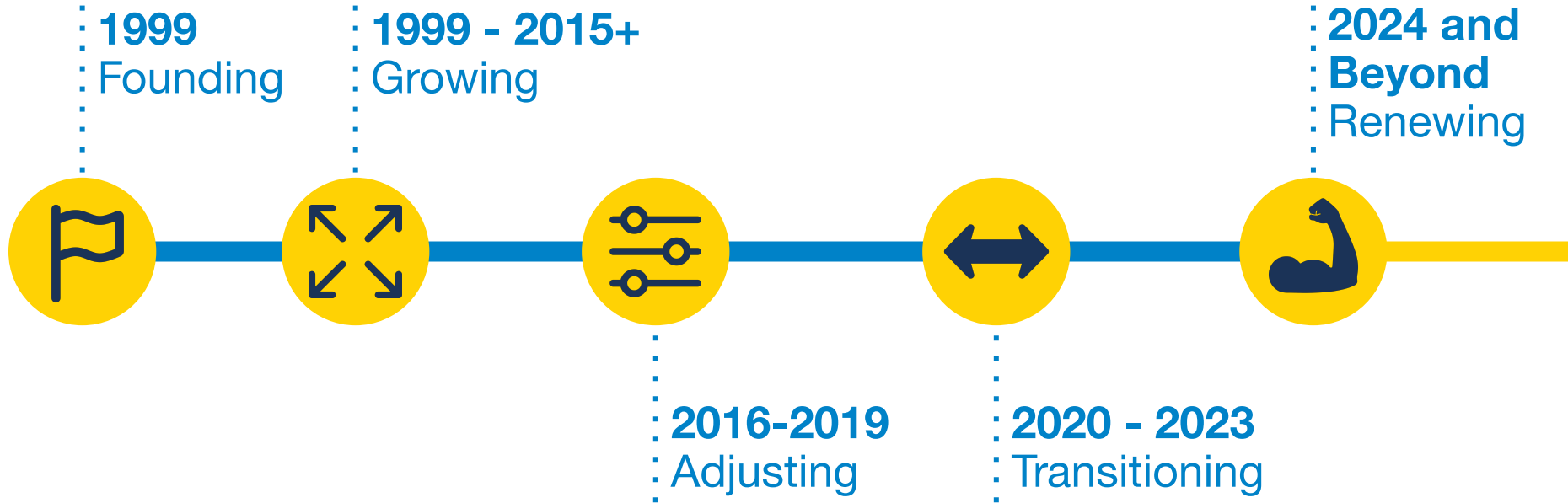
Our results on this slide reflect the first interim assessment in October. We will have updated data by our next board meeting, but we include this here as a placeholder and to recall our priorities for HS.

Measure	Explanation	NY Overall	Overall Rating
Proficiency in Math	Assessments that allow us to see how students are retaining content throughout the year and their ability to apply it in different application tasks. Reflects performance on interim assessments, practice Regents exams, and the NYS Regents exam. This includes Algebra 1, Geometry, and Algebra 2 for math and English 1 and English 2 for humanities.	39%	
Proficiency in Humanities		47%	
Students with a GPA >3.0	The percentage of students earning a 3.0 or greater GPA as measured on a 4.0 scale	28% (-4)	Below Waterline

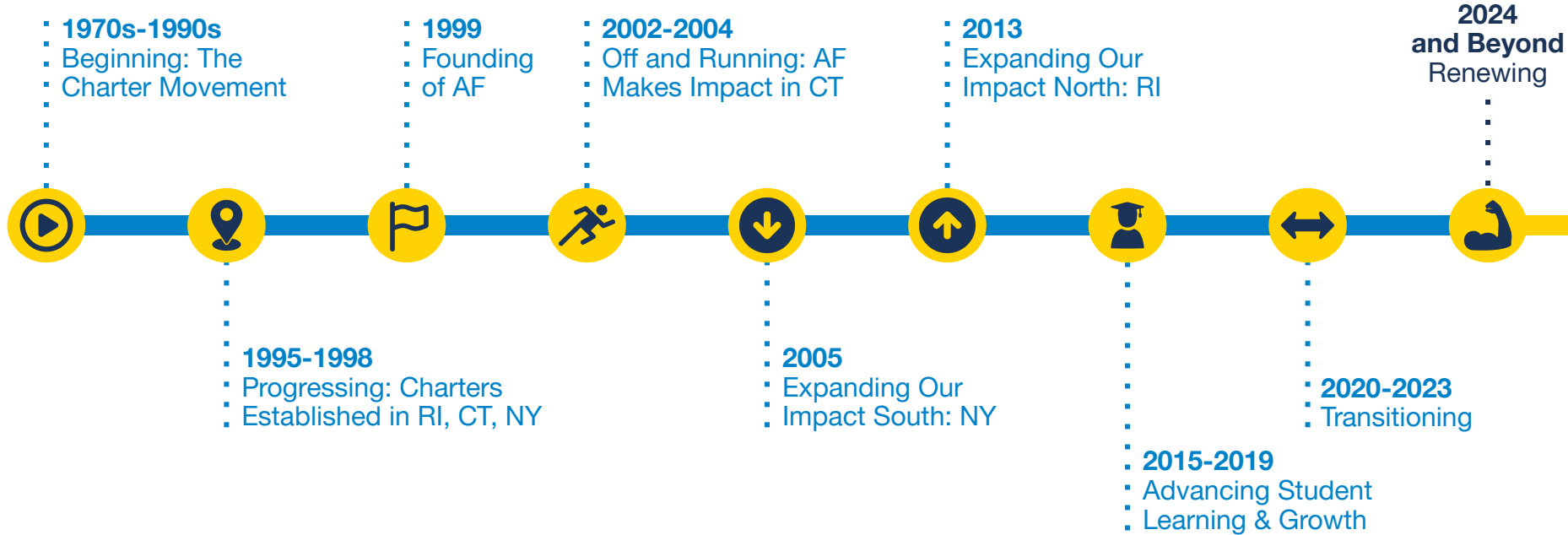
- Exemplary
- Proficient or Meeting Growth Goal
- Progressing Toward Proficient
- Waterline

CEO Updates

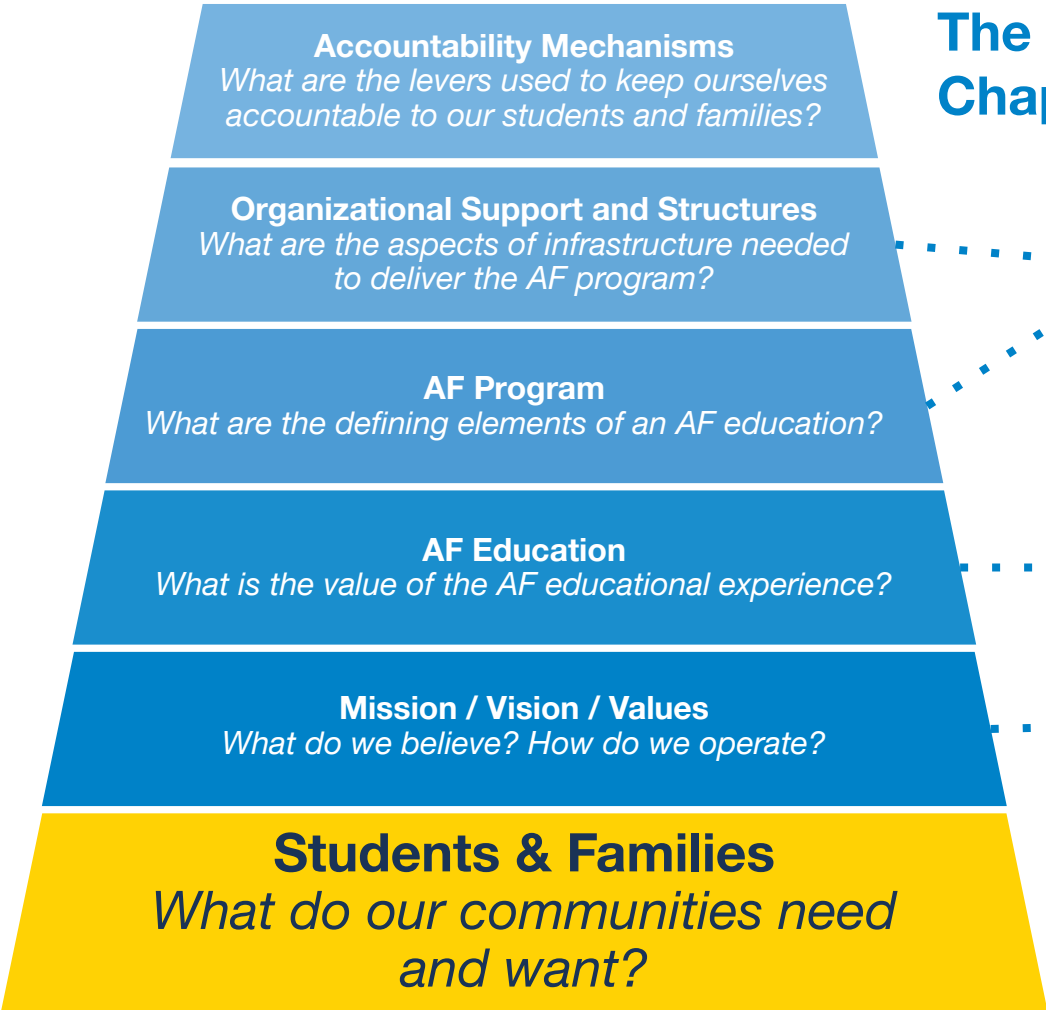
ACHIEVEMENT FIRST'S STORY: 25 YEARS OF IMPACT



ACHIEVEMENT FIRST'S STORY: 25 YEARS OF IMPACT



The Building Blocks for AF's Next Chapter: 2024 and Beyond



Program Elements and Org Support and Structures prioritization will occur via the multi-year strategic planning process in Winter / Spring 2024.

Mission Measures: Spring 2024

Mission / Vision Refinement: Winter / Spring 2024
Values Operationalization: Summer / Fall 2024

Thank you!



Achievement First & Excel Academy RFP Response

Investment Criteria

Bidders must provide a **scope of work** detailing intended interior and exterior work that will be completed on the Property to improve the existing structure for use as a public-school building. The plans and specifications submitted with the scope of work must be compliant with building, code, and zoning laws

1. Project Description

Achievement First Rhode Island and Excel Academy Rhode Island exist to provide Providence families with the ability to choose the right educational path for their children. We plan to co-locate our two public charter schools in the building, with the intention of serving around 1,100 students each year when at scale. With our strong academic results, clear demand from Providence families, and dedication to our communities, both of our organizations are committed to delivering a top quality education to our current students, as well as those seeking to join our schools. Critical to this work is ensuring that our students have beautiful spaces in which to learn, grow, and thrive.

We believe the 99 Kenyon Street building is well-suited to be an exceptional host for our instructional programs and has the potential to provide an ideal setting for fostering excellent learning.

Achievement First Rhode Island and Excel Academy Rhode Island propose to make significant improvements to the 99 Kenyon Street building. The scope described below is intended to be performed over the first five years of occupancy with a list of potential projects that would take place in years five through tens. Given our limited information on building status, all renovation described below is subject to detailed feasibility studies and up-to-date assessments.

Overall, the renovation scope focuses on creating vibrant, inspiring learning spaces to optimize the schooling experience for students. This includes updating classrooms, small-group rooms, and common spaces to support high-quality teaching and learning. We plan to maintain most of the building's existing classroom layout, with reconfiguration focused on adding 5-7 additional classrooms and 3-5 additional small group spaces to support instruction. Additionally, our goal is to ensure the building is able to operate at a high level of excellence, prioritizing safety and ensuring maximum efficiency.

For building systems, the scope touches most areas, including improved accessibility, bringing plumbing to code, and adding forced-air ventilation to some areas. The scope has been grouped by construction classification and described further below, and each section corresponds with the budget included in this RFP submission.

Together, Achievement First and Excel Academy have extensive experience managing similar school renovation projects in NYC, Connecticut, Massachusetts, and in Providence including in City-owned properties. Based on our experience, we plan to take a phased approach to capital improvement, focusing first on the most urgent and

the projects that are needed to ensure a safe and inviting student experience upon initial occupancy. Over time, we propose to complete additional projects; we are thinking of these in two 5-year periods. This phased approach allows us to strategically focus our capital resources and simultaneously ensure we are allocating sufficient resources directly for teachers and students in any given year.

2. Scope for Years 1-5

- 2.1.** Existing Conditions: In order to feasibly occupy as co-located schools over the next five years we propose removal and reconfiguration of several of the existing spaces. We have assumed based on the age and the documentation provided by the City of Providence, remediation or encapsulation of hazardous materials will be required as construction projects are performed. Lastly, there are current elements of the building that do not fit either of our models programmatically and therefore will be modified, i.e., lockers
- 2.2.** Masonry: Upon attending the site walkthrough, it was noted that a portion of the building may have undergone brick repointing. We believe that based on the age and current condition of the rest of the building, a multi-year repointing endeavor will be required and we are prepared to do so. It is also our understanding, based on the report summarizing the roof condition, that masonry work will be required in conjunction with roof repairs.
- 2.3.** Wood & Plastics: As part of our reconfiguration efforts we have devoted a portion of our budget to new room layouts and minor modifications. We will also be performing work to repair and replace existing radiator covers throughout the building.
- 2.4.** Thermal & Moisture Protection: We have allocated monies for a long-term roof restoration project. We plan to perform our own up-to-date assessment of the roof and repair all deficiencies. Part of that repair will be to install a new polyester reinforced urethane restoration coating. This project may be phased over multiple initial years of occupancy. We have included new gutters and downspouts throughout the building and all necessary flashing & caulking of dissimilar materials.
- 2.5.** Openings: We observed that the windows were in good condition with only a few needing replacement. We have budgeted to upgrade or repair a small number of windows throughout the building, as needed.
- 2.6.** Finishes, Furniture, Fixtures & Equipment: All classrooms will receive a finish overhaul to match the quality and aesthetic of other schools within each organization's portfolio. Rooms will receive new paint, flooring repairs, light fixtures, furniture and MEP reconfigurations as required. Where needed, hazardous materials will be abated. We have included the financial needs as they relate to upgraded security systems, audio visual equipment and IT infrastructure. At a minimum each classroom will receive a new white board and tack board.
- 2.7.** Conveying Systems: Given that the building is not ADA accessible in its current state, we plan to conduct a detailed study on available options for access. Our budget includes funding for the study and an allowance to provide various modes of accessibility in and around the building in order to enter the building from Kenyon Street. In addition, there are several areas of the building with accessibility concerns. We plan to conduct a feasibility study to understand if and where we plan to install a hydraulic elevator to service the cellar, first and

second floors of the building. As part of constructing the elevator, we have budgeted costs for metal and masonry to build an elevator shaft.

- 2.8. Fire Suppression: We observed that, overall, the fire suppression system is in good working order. However, we intend to fully test the system prior to occupancy. Any deficiencies will be repaired. Any reconfigurations required as a result of classroom adjustments will be made.
- 2.9. Plumbing: All current water fountains will be replaced with bottle filler style water fountains as needed. We plan to upgrade bathroom fixtures, where required, with up to date equipment. This includes replacing fifty-two flush valves with high flow types. In addition, to comply with building codes we will remove a certain number of water closets from each restroom and replace them with lavatories. Lastly, as part of bathroom renovations we will upgrade partitions as needed and replace or repair accessories as needed.
- 2.10. HVAC & Building Automation: It is our impression that the heating elements in the building are in good working order. We've budgeted for repairs, reconfigurations and upgrades where needed; this includes repairs to damaged insulation, upgrade of pneumatic controls and replacement of damaged piping. We are carrying costs to install window Air Conditioners of the appropriate capacity in all occupied rooms. Due to the lack of central air conditioning in the building we will begin work on feasibility studies, assessments and mechanical designs to install an energy efficient system to service both gymnasiums. This work will inform viability, structure, specifications, procurement and install. As a result of HVAC work, we will adjust the controls and overall automation systems throughout the building.
- 2.11. Electrical: It is our impression that the electrical wiring in the building is in good working order and that there is a sufficient amount of power in the building for both our requirements. We have budgeted for power, wiring and lighting installations in reconfigured classroom spaces as well as any upgrades that may be needed. We have also budgeted for light fixture replacements as needed throughout the building, switching all fixtures over time to LED/energy efficient fixtures.

3. Future Projects Years 6-10:

- 3.1. Exterior site improvements around the building, including updating the outdoor playspace for use by children
- 3.2. Complete building brick repointing & lintel repair
- 3.3. Phased window replacement
- 3.4. Upgrades to all bathrooms

4. Projects Subject to Feasibility and Funding Availability:

If additional funding becomes possible, our project schedule will adjust to reprioritize and accelerate projects. We are assuming a long-term lease, as co-tenants, with automatic renewals and conditions that enable traditional lender financing at competitive rates. Any material changes to these assumptions would require us to reevaluate scope, budget and schedule to align with available financing mechanisms.

Bidders must provide an **estimate of the total cost for all rehabilitation services** to be

provided by the bidder and/or its subcontractors including an itemized cost for each category of work to be performed. Note, the City will guarantee the long-term lease of this building for the cost of \$1.00/annually for the successful bidder as it relates to this use type. While it is expected that the specifics of the scope of work might change, the amount of investment included in the proposal will be reflected as a commitment that must be honored as part of the ultimate lease terms.

The following table reflects the investments by Achievement First and Excel Academy to prepare the building for our students and through the first 10 years of occupancy. These costs represent the combined total investment from both organizations.

We have grouped costs into three time periods: 1) Pre-Occupancy, work completed in the first year before the school re-opens; 2) Years 2-5, projects planned for the first 4 years of school operation to update systems; and 3) Years 6-10, the less-urgent but still important projects. Due to our limited information on building condition and the need to invest in further assessment and design, we have not separated out the "Improvements" section into hard and soft costs for specific trades but have instead grouped them into one figure (i.e. the Thermal & Moisture Protection line includes assessment by a roof engineer).

Also to note, building operating costs will be shown in the table in section 4.

The projects and costs represented in this table are based on our assumption of a long term lease of at least 40 years with the city for the school site, which allows our schools to budget for larger projects and to secure financing. Our proposal is premised on the lease conditions being correct for this investment. Both organizations are fortunate to have supportive relationships with funders and lenders who have expressed deep interest in this project, and if we are able to secure early funding commitments, we may be able to accelerate the timeline beyond what is described below.

Summary of Renovation Costs

Cost Category	Year 1	Years 2-5	Years 6-10
Improvements	(Pre-Occupancy)		
Existing Conditions	\$419,100	\$100,000	\$115,000
Concrete	\$0	\$0	\$0
Masonry	\$50,000	\$150,000	\$187,500
Metals	\$110,000	\$0	\$0
Wood & Plastics	\$148,850	\$135,000	\$168,750
Thermal & Moisture Protection	\$500,000	\$1,000,000	\$50,000
Openings	\$7,000	\$164,160	\$238,032
Finishes, Fixtures and Equipment	\$1,500,000	\$400,000	\$0
Specialties (Bathroom Partitions & Accessories)	\$0	\$50,000	\$85,000
Conveying Systems	\$100,000	\$700,000	\$0
Fire Supression	\$55,000	\$0	\$0
Plumbing	\$25,000	\$166,400	\$200,000
HVAC	\$480,000	\$425,000	\$100,000
Electrical	\$245,000	\$230,000	\$100,000
Communications	\$150,000	\$0	\$100,000
Electronic Safety & Security	\$50,000	\$100,000	\$100,000
Exterior Improvements	\$0	\$0	\$200,000
Improvement Sub Total	\$3,839,950	\$3,620,560	\$1,644,282

General Conditions and Requirements			
Preconstruction & Procurement	\$17,080	\$19,642	\$22,588
General Conditions	\$190,320	\$327,360	\$342,240
General Requirements	\$126,817	\$145,840	\$167,716
General Conditions Sub Total	\$334,217	\$492,842	\$532,544
Soft Costs: Fees, permits and Contingencies			
Insurance & Regulatory Fees	\$64,700	\$63,758	\$33,741
Permits & Fire Review Fees	\$79,309	\$78,155	\$41,360
Overhead	\$120,216	\$118,466	\$62,693
Contractor Fee	\$598,158	\$589,450	\$311,939
Construction/Maintenance Contingency	\$208,708	\$205,670	\$108,841
Design Contingency	\$417,417	\$411,340	\$217,683
Material Escalation Contingency	\$62,613	\$61,701	\$32,652
Soft Costs Sub Total	\$1,551,120	\$1,528,540	\$808,908
<u>Project Totals</u>	<u>\$5,725,288</u>	<u>\$5,641,942</u>	<u>\$2,985,734</u>
10-Year Project Total	<u>\$14,352,964</u>		

Bidders must provide a **detailed prospective schedule** for commencement and completion of the work.

Please find a schedule below that illustrates major phases of the renovation work for pre-occupancy, happening in the 16 months leading up to opening. Diligence, design, and financing will happen in parallel at the first phase of the project, leaving eight months for construction. We are only including the pre-occupancy schedule here as schedules for future phased capital projects will be developed over time.

Summary of Costs for Capital Improvements, Maintenance, and Operations										
Project Year	1	2	3	4	5	6	7	8	9	10
School Year	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Capital Improvements (Pre-Occupancy)										
Existing Conditions	\$419,100	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$20,000	\$20,000
Concrete										
Masonry	\$50,000	\$50,000	\$50,000	\$50,000			\$130,000		\$57,500	
Metals	\$110,000									
Wood & Plastics	\$148,850		\$30,000	\$45,000	\$60,000	\$75,000	\$93,750			
Thermal & Moisture Protection	\$500,000				\$1,000,000				\$50,000	
Openings	\$7,000	\$25,000	\$25,000	\$64,160	\$50,000			\$55,032		\$183,000
Finishes, Fixtures and Equipment	\$1,500,000	\$50,000	\$150,000	\$150,000	\$50,000					
Specialties (Bathroom Partitions & Accessories)		\$30,000	\$15,000	\$5,000		\$30,000		\$30,000		\$25,000
Conveying Systems	\$100,000			\$700,000						
Fire Suppression	\$55,000									
Plumbing	\$25,000	\$66,400	\$45,000	\$30,000	\$25,000	\$25,000	\$50,000	\$25,000	\$50,000	\$50,000
HVAC	\$480,000	\$25,000	\$350,000	\$25,000	\$25,000	\$50,000		\$50,000		
Electrical	\$245,000	\$25,000	\$45,000	\$80,000	\$80,000			\$40,000	\$40,000	\$20,000
Communications	\$150,000						\$25,500			\$74,500
Electronic Safety & Security	\$50,000			\$50,000	\$50,000				\$100,000	
Exterior Improvements						\$65,000	\$10,000	\$125,000		
General Conditions	\$334,217	\$40,347	\$100,050	\$166,636	\$185,808	\$87,447	\$108,256	\$113,367	\$102,831	\$120,644
Soft Costs and Contingencies	\$1,551,120	\$125,135	\$310,305	\$516,820	\$576,280	\$132,827	\$164,435	\$172,199	\$156,195	\$183,252
Improvements Sub Total	\$5,725,288	\$461,882	\$1,145,355	\$1,907,616	\$2,127,088	\$490,274	\$606,941	\$635,598	\$576,526	\$676,396
Maintenance and Operations (Pre-Occupancy)										
Maintenance and Operations*	\$0	\$1,320,000	\$1,353,000	\$1,386,825	\$1,421,496	\$1,457,033	\$1,493,459	\$1,530,795	\$1,569,065	\$1,608,292

* Maintenance and Operations costs are derived from our experiences operating Achievement First's and Excel's current school buildings. Example specific costs included in Maintenance and Operations are HVAC maintenance and repair, custodial services and supplies, snow removal, waste removal, security, utilities, fire alarm and sprinkler testing, and extermination.

Quality Criteria

A **vision statement for the school** as it relates to the use of this building including detailed enrollment projections.

Achievement First Rhode Island and Excel Academy propose to partner and increase the number of Providence families that have access to high quality education. We propose to locate both of our schools in this building, which together will serve nearly 1,100 students and families in grades K-8. Individually we are successful in delivering critical guidance to students which results in strong educational outcomes. Together we know that we can continue to offer meaningful instruction to students and create greater extracurricular opportunities for our students.

As described in our introductory letter, we believe that Achievement First and Excel Academy together have the potential to expand on the educational options provided to families in Rhode Island. With a historical track record in the community and neighboring states, both organizations have demonstrated unlimited potential to provide a powerful educational experience for even more families in Providence.

Total Student Enrollment by School Year (SY)										
School Year	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	33-35
Student Enrollment	740	922	1,082	1,032	1,092	1,092	1,092	1,092	1,092	1,092

Achievement First:
Our History, Mission and Impact



In 1999, Achievement First opened its first school in New Haven, Connecticut, serving 84 students. Since then, our charter network has grown to 41 schools with 15,000 scholars across New York, Connecticut, and Rhode Island. The majority of our families are Black or Latinx, and 95% of our students receive free or reduced-price lunch. From our inception through to the present, we have empowered and emboldened our students to make their own life choices through a breadth and depth of experiences in the classroom.

Our mission is to deliver on the promise of equal educational opportunity for all of America’s children. We know that every child—regardless of race, zip code or economic status—deserves access to great schools. While academic success is at the core of our purpose — 76% of the Class of 2022 matriculated to a four-year college pathway and our high school students take an average of six AP courses — we are also dedicated to helping our children pursue their dreams and passions, however unconventional. Whatever direction our students choose to take their lives, we strive to empower them with the intellectual, social, and emotional intelligence they need to succeed brilliantly. For example this year, our two

Connecticut high schools are ranked #7 and #13 out of 198 schools in the state in the 23-24 US News & World Report rankings of best high schools. Our largest NYC high school is ranked #77 out of 1,198 high schools in the state of New York. Across all AF high schools, 84% of the class of 2023 is currently enrolled in a BA or AA program.

STUDENT POPULATION


- 57% Black
- 38.8% Latinx
- 96% Black and Latinx

ADVANCED PLACEMENT

- 100% of high school graduates have taken at least one AP class
- 6.7 average number of AP classes taken by graduates

More than **95%** of AF students receive free or reduced-price lunch. Lower income families are forming a greater proportion of the AF community. More affluent families are leaving urban areas at higher rates following the onset of the pandemic, and the trend is reflected in AF's student population.

15,283 students served



55%

of AF students identify as Black or African American, and 40% identify as Hispanic/Latino.

11%


of AF students receive special education services.


9%

of AF students are multilingual learners.

RESULTS

- Total number of acceptances: 3,410 (51%)
- Total number of graduates: 539
- Average number of acceptances: 6
- Percent taking 1+ AP class: 100%
- Average number of AP classes: 6.6
- Percent accepted to a 4-year college: 88%
- Percent applied early decision: 16%
- Percent accepted after applying early: 65%





Across our three regions, our 41 schools are each their own learning community deeply embedded within the area they serve. The common factor amongst all our schools is a shared set of communally-authored values. Alongside their individual traditions, each school community comes together to enact our core beliefs: leading for racial equity, striving for excellence, embracing challenge, caring for the whole person, choosing joy, and going further together.

Our Impact in Rhode Island



We have proudly worked in partnership with families in Rhode Island for the past decade. Since we opened in 2013, our academic programs have delivered strong results for students and our continued enrollment applications illustrate a desire from families for us to expand our impact.

For the 2023-2024 School Year, Achievement First Rhode Island received 5,331 applications across all schools and grades. When comparing year over year trends, we are currently on track to exceed this number of applications for the 2024-2025 School Year. Last year, we had 4,256 applications remain on our waitlist after the lottery which continues to show a strong demand for Achievement First schools within the Rhode Island communities. This is due to both our performance in the region and the notable results our network has achieved in its twenty-four year history.

Below, please find enrollment projections by school for the 2024-2025 School Year (SY) for all Achievement First Rhode Island Schools

School Name	Enrollment Projections, SY 24-25	Grades Served, SY 24-25
Achievement First Providence Mayoral Academy	465	K-4
Achievement First Illuminar Mayoral Academy	465	K-4
AF Providence Mayoral Academy Middle School	408	5-8

AF Illuminar Mayoral Academy Middle School	408	5-8
Achievement First Promesa Elementary School	558	K-5
Achievement First Envision Elementary School	465	K-4
Achievement First Providence High School	463	9-12
Achievement First Region	3232	K-12

Achievement First Envision Elementary Student Enrollment Projections:



This proposal assumes that we will locate AF Envision Elementary School at 99 Kenyon Street. AF Envision Elementary School is a growing school which currently serves grades K-3 in an incubation space. Next school year, we expect to temporarily split this school across two separate campuses. Siting this school at 99 Kenyon Street will enable us to house grades K-5 at a single location, providing a safe, inviting, and consistent experience for students and families. We plan that the Kenyon Street location will serve 568 students from AF Envision Elementary across grades K-5 effective SY 25-26. Below, information can be found pertaining to enrollment projections specific to AF Envision Elementary School.

AF Envision Elementary Enrollment by School Year (SY)										
School	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34	33-35

Year										
Student Enrollment	568	568	568	568	568	568	568	568	568	568
Grades	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5	K-5

We anticipate student enrollment at AF Envision Elementary to reflect our current student enrollment patterns across the Rhode Island region with ~93 students enrolled each in grade across K-4 and 103 students enrolled in 5th grade for a total student enrollment at AF Envision Elementary to be 568 students across grades K-5. We also anticipate the ongoing makeup of our student population will reflect current and historic enrollment demographics of AF Envision Elementary School. Based on these metrics, we anticipate ~95% of students enrolled at AF Envision Elementary school will be residents of the city of Providence. The following chart outlines enrollment by sending district/city based off of current student enrollment for SY 23-24.

Envision Elementary School Enrollment Details, SY 23-24		
Sending District/Community	Student Enrollment	Percentage of Total Population
Providence	340	95.5%
North Providence	13	3.7%
Other	3	0.8%
Total Enrollment, SY 23-24	356	100%

Furthermore, when considering the physical location of the building and the proximity of the student population currently enrolled at Envision Elementary, **283 (or 79%) of Envision Elementary students live within a 2 mile radius to 99 Kenyon Street, and we would expect this to increase over time.**

Envision Elementary School Enrollment Details, SY 23-24		
Radius (in miles)	Student Count	Percentage of Total Population
0 to 1	57	16%
1 to 2	226	63%
2 to 3	58	16%
3+	15	4%
Total Enrollment, SY 23-24	356	100%

We are excited about the potential to reinvent this former school building to once again provide Providence students and families with an exceptional education in our redesigned facility and demonstrate our commitment to the surrounding community. This building can once again serve as a neighborhood school where families are excited to have their children learn.

Excel Academy:

Our Mission and Impact:

Excel Academy is proving that we can close the opportunity gap together. Excel brings to the Providence area 20 years of experience building and running high-quality schools, **delivering** on its mission with an approach that is focused on **rigor, inclusivity and joy:**

- **Rigor:** Rigor as measured by annual growth, statewide assessments, and post-secondary success outcomes;
- **Inclusivity:** Student body and staff representative of the communities that we serve;
- **Joy:** Low student attrition, effective support for all students, and deep community connections and impact.

Excel Academy's mission is to prepare students to succeed in high school and college, apply their learning to solve relevant problems, and engage productively in their communities.

Neighborhood School
Rooted in Community
A Culture of Achievement
College Prep for All



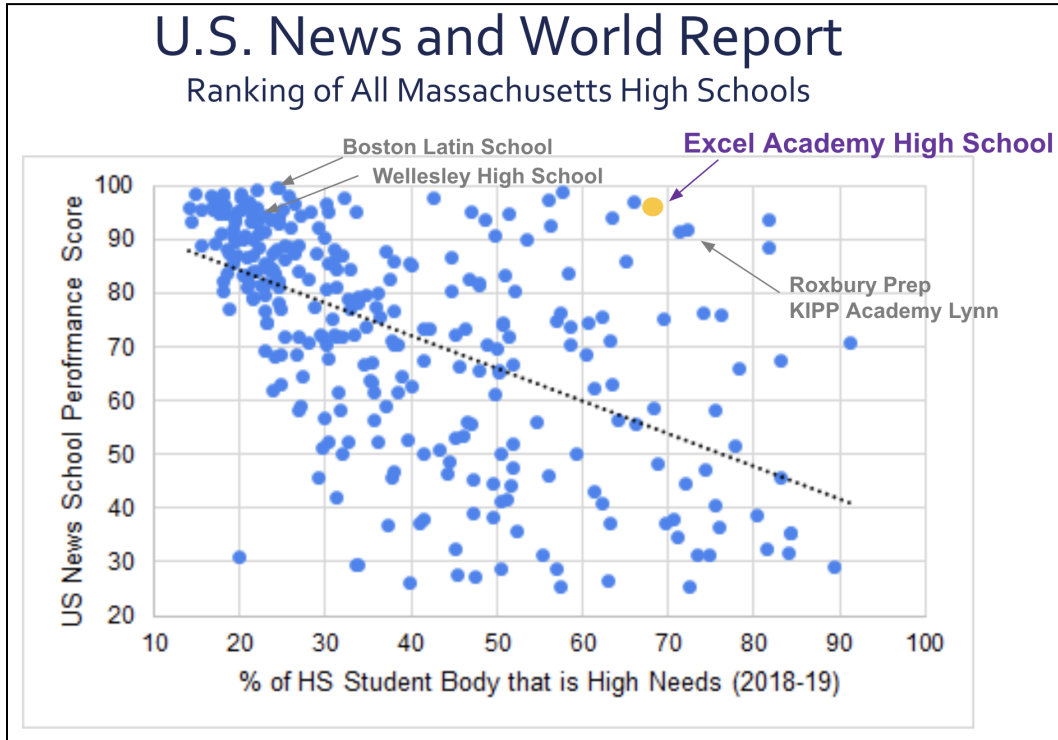
Excel's students have achieved remarkable success at the middle and high school levels and have consistently been ranked as top-performers among peer schools. Founded in Massachusetts, we are excited to bring our program to students and families in Rhode Island with similar needs.

In the fall of 2022, Friends of Excel Academy received a \$6 million grant from MacKenzie Scott in recognition of the quality of our 20 years of work to successfully close the opportunity gap. The grant was earmarked to support the growth of the Excel Academy network so that we could bring our successful model to more students and families. **We anticipate investing a significant share of this \$6 million grant in 99 Kenyon Street should our group be selected.**

Highlights:

- Excel Academy High School has been ranked in the **top 3% of public high schools nationwide** by US News and World Report, comparable to some of the highest-income high schools in the Boston region.

- Excel Academy has a lower student attrition rate (just 4%) than any other Boston public charter school and our sending districts.
- Overall, our schools perform better on the Massachusetts MCAS than 72% of middle/high or K-12 schools statewide, irrespective of income.
- The percentage of our students with disabilities who meet or exceed expectations on the MCAS is double the Massachusetts state average.



In addition to academic rigor, Excel has a 20-year track record of ensuring that our students are engaged, productive citizens who are successful in the post-secondary life that they choose. This includes the 10% of current Excel staff who are also Excel alums. We take pride in the number of former students who return to our schools to continue our mission with a new generation.



Excel provides an unparalleled post-secondary success support program through our College Access and Post-Secondary Success (CAPS) team. From the moment a student first walks through the doors of an Excel campus, until six years after they graduate high school, Excel’s ten-person CAPS team provides robust support and counseling services to ensure that every Excel student succeeds in their chosen productive post-secondary path.

As a result of this exceptional programming, Excel graduates achieve at high levels, whether compared to graduates of schools in communities dealing with high poverty rates or to those from some of the wealthiest communities in the region. Nationally, only 8% of children from low-income families go on to earn a college degree, and our sending districts have college graduation rates around 12%. In comparison, for Excel this figure is 43%. Looking at our most recent class to graduate college, 88% of Excel’s high school graduating class of 2019 matriculated to college (78% to 4-year programs and 10% to 2-year programs), and so far 52% of the students in 4-year programs and 22% of the students in 2-year programs have earned their degrees. For our high school graduating class of 2022, 80% are on a productive post-secondary path and 86% of our alumni are making progress towards their goal-aligned post-secondary plan.

Additionally, our CAPS team has developed new resources to respond to family and student demand for direct employment preparation. The goals of our Local Excel Employment Program (LEEP) are:

- To develop essential skills that graduates need for meaningful and reliable employment.
- To expose students to career opportunities within their specific area of interest.
- To increase work experience to make students more competitive upon graduation for employment within their chosen field.
- To provide coaching through regular feedback and evaluation to develop students professionally and meet the needs of local employers post-graduation.

Community Engagement:

Excel is committed to community partnership, and we welcome the opportunity to work with the City of Providence, the Federal Hill neighborhood and other neighborhoods nearby, and local organizations to maximize the school’s positive impact on the community at large. We

are particularly eager for members of the community to use the building outside of school hours, as we have done at our existing campuses. Excel has a 20-year track record of investing deeply in partnerships with local organizations and offering innovative resources and services that benefit our students, their families, and our surrounding communities. For example:

- Excel regularly provides local organizations with access to our school campuses for community events and other community purposes – including the gym, parking lot, playground, classrooms, and open spaces. In North Providence, we already provide the City with access to our gym at 622 Woonasquatucket Avenue for a rec league, and the church across the street uses our parking lot for overflow parking. We look forward to offering more resources to our neighbors in Providence.
- Excel's Benefits Access program offers free, public events on Excel campuses to help families access a range of resources, such as: "Know Your Rights" seminars, assistance with health insurance and SNAP enrollment, financial literacy and tax preparation workshops, and referrals to fuel assistance and other social services. The Benefits Access team works in close collaboration with local experts and partner organizations including: community health centers, the Boston Public Health Commission, immigration attorneys, the Mayor's Office of Immigrant Advancement, Project Bread, RAFT, and community support networks like La Colaborativa in Chelsea and the Mayor's Office East Boston Liaison. We will do similar work with Providence community partners.
- During the height of the COVID-19 pandemic – which disproportionately impacted Excel's communities – Excel provided internet hotspots to low-income families, assisted with immigrant utility grant vouchers for families who did not qualify for public relief programs, and organized six vaccine clinics for local families. Excel also established a Family Emergency Support Fund and donated more than \$250k to support hundreds of local families with emergency housing and food security needs.

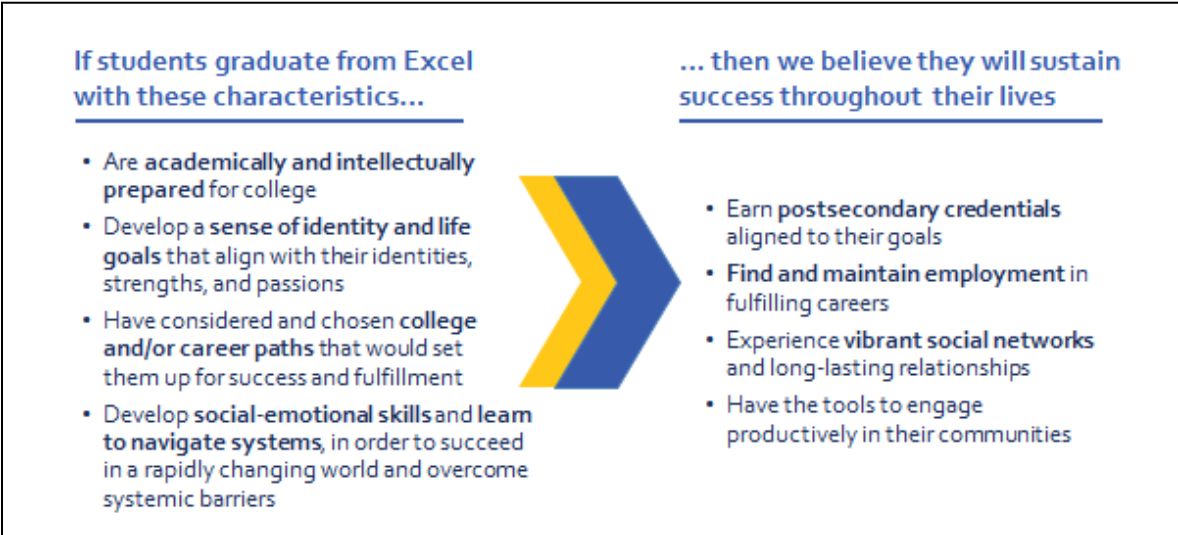
Our History & Goals:

In 2003, Excel Academy was founded in East Boston, Massachusetts, with a singular focus: to close the opportunity gap for low-income students of color. We set out to serve East Boston and Chelsea, communities with a growing population of children, predominantly low-income and Latinx, who have historically faced systemic barriers to post-secondary success and college access.

Twenty years since our founding, and now serving more than 1,500 students in both Massachusetts and Rhode Island, Excel's purpose remains clear. Schools that are both rigorous and inclusive can fundamentally change life trajectories and close opportunity gaps so that students and their families can choose their own futures.

Our commitment to continue our work in Rhode Island was sparked by the release of the June 2019 Johns Hopkins report on the Providence schools. The report painted a stark picture of who is most at risk of being left behind by the current system: low-income students, minority students, students learning English, and students with disabilities. This is the population we set out to serve over 20 years ago, and we have a consistent track record of achieving educational excellence with these students and their families. We seek to work with state and local education and civic leaders to redefine what is possible in public education and equip students in Providence, North Providence, and Central Falls to overcome systemic barriers and sustain success throughout their lives.

Our educational theory of change is:



Excel Academy Rhode Island uses a combination of rigorous externally developed curricular resources and internally developed curriculum to drive our academic program. Teachers use a range of student-centered instructional strategies to promote mastery of content and skills and higher-order thinking. Robust interventions, remediations and enrichment support *all* students to achieve at the highest levels.

The charter school model is founded on the concept of greater autonomy for greater accountability: charter schools are afforded flexibility in return for producing strong results. The ultimate indicator of our performance as a public school is the academic outcomes that our students achieve. As a public entity, we are also responsible for operating a sound and viable organization that is representative of, and responsive to, the communities we serve.

Our primary measures of performance – academically, financially, and organizationally – are the indicators detailed in RIDE’s *Charter School Review System Handbook*, and we intend to meet or exceed all stated targets. Supplementing the state’s required indicators of performance, Excel Academy Rhode Island also collaborated with RIDE to develop an LEA Strategic Plan with specific achievement goals tailored to the needs of the school and informed by a working group of community stakeholders.



Detailed Enrollment Projections

Excel Academy plans to share 99 Kenyon Street with Achievement First, enrolling students to fill roughly half the school building. Both schools will use SY2024-25 to complete necessary

renovations and prepare the building so that we can open our doors in Fall of 2025. After opening, Excel's plan would fill its portion of the campus within five years, according to the enrollment plan listed in the table below. Excel's side of the building is expected to reach full capacity in Fall 2029.

	Enrollment by Year									
	Fall 2025	Fall 2026	Fall 2027	Fall 2028	Fall 2029	Fall 2030	Fall 2031	Fall 2032	Fall 2034	Fall 2033
Students	172	344	514	464	524	524	524	524	524	524

Note: While we expect to fill the building within five years, our knowledge of the building is limited as of the submission of this proposal; therefore, grade distribution and enrollment rates are subject to change.

Demand from Families:

For the 2023-2024 School Year, Excel Academy Rhode Island received 567 applications for 84 open seats. Comparing year-over-year trends, we are on track to exceed this number of applications for the 2024-2025 School Year. Last year, we had 276 applications remain on our waitlist after the lottery, proving a sustained strong demand from families in the community.

When considering the physical location of the building and the proximity of the student population currently enrolled at Excel's North Providence campus, **90 students (45% of current enrollment) live within a 2-mile radius to 99 Kenyon Street.** We expect that percentage to increase further when we can offer a school in the neighborhood.

Miles	Count	Percentage
0 to 1	30	15%
1 to 2	60	30%
2 to 3	88	44%
3+	22	11%
Total Enrollment, SY 23-24	200	

Twenty of our current families live in the nearby neighborhoods of Federal Hill and West End. When the campus grows to full enrollment, we expect this number to grow to more than 50 families. We are eager to collaborate with Achievement First to renovate this former campus into a thriving school again for Providence's families and students.

Overview of the school's Board of Directors.

Achievement First:

Achievement First Rhode Island is a mayoral academy public charter school, authorized by the Council on Elementary and Secondary Education. The board serves as stewards of AFRI's mission, ensuring effective governance, fiduciary oversight, and academic success.

Achievement First Rhode Island Board Membership				
Trustee	Title	Role	Committees	Year Joined
Mary Ellen Butke	Director of Advancement at Organizer Zero	Vice Chair	Personnel	2016
John Iglizzi	Chief of Staff at Rhode Island Department of Transportation			2013
Mayor Charles Lombardi	Mayor of North Providence			2020
Mackey McCleary	Partner at Boston Consulting Group (BCG)			2012
Jo-Ann Schofield	Resource Director at Boys and Girls Club Warwick		Personnel	2023
Mayor Brett Smiley	Mayor of Providence	Chair		2023
James Wiley	Principal Analyst for Technology at Eduventures	Treasurer	Finance, Personnel	2018

Excel Academy:

Excel Academy Rhode Island is a mayoral academy public charter school, authorized by the Council on Elementary and Secondary Education. At full scale, XLRI will serve 2,186 students in grades K-12 from Providence, Central Falls, and North Providence. The XLRI Board of Trustees is responsible for ensuring that the school fulfills its mission, achieves academic success for its students, manages funds appropriately, and earns charter renewal.

Excel Rhode Island Board Membership			
Trustee	Title	Role	Committees
Imani Blake	Campus Coordinator at CCRI		
Liza Cariaga-Lo	CEO & Founder, The LCLO Group		Academic Oversight

Channavy Chhay	Executive Director, Center for Southeast Asians	Vice Chair	Governance & Nominating
Chiv Heng	Sr. Director of Operations, Blackstone Valley Prep	Treasurer	Finance, Building, Academic Oversight
Liz Giordano	Director of Career Services & Experiential Education, Division of Workforce Partnership at CCRI		Governance & Nominating, Academic Oversight
Gary Goldberg	CEO & Founder, SquadLocker		Finance
Mayor Charles Lombardi	Mayor of North Providence		
Mayor Maria Rivera	Mayor of Central Falls	Clerk	
Frangely Rojas	Academic Coordinator at Rhode Island College; Excel Academy Rhode Island parent		
Mayor Brett Smiley	Mayor of Providence	Chair	Building

RIDE School report card data for the previous 5 years or since the schools' first evaluation year.

Achievement First:

Achievement First Rhode Island Report Card Data and Historical Context:

Achievement First Rhode Island (AFRI) opened in 2013 in Rhode Island serving 180 elementary students. Since then, we have grown from one K-1 elementary school to a region of 7 schools serving over 3,000 students across grades K-11 for the 2023-2024 school year. AFRI received over 5,300 applicants in our Achievement First charter lottery for 619 seats (SY232-4). These numbers speak to the intense demand from our families to access Achievement First schools.

AFRI schools have an established history of strong academic results. In 2017 Achievement First Providence Mayoral Academy Elementary school was recognized as a *Commended School* by the Rhode Island Department of Education and in 2018 Achievement First

Illuminar was the #1 highest performing school in both ELA and Math on the RICAS, outperforming all schools in the state. The Providence Journal in 2018 referred to AF schools as “[the gem of the state](#),” with students outperforming state averages and even topping the wealthiest towns in the state.

The pandemic had a profound impact on our students, but we are encouraged by meaningful signs of growth and rebounding. Post pandemic, as a Title 1 school serving low income students we are still consistently comparably or above state averages, and continue to make forward progress to achieving at higher and higher levels. In 2023, our scholars grew more on the RICAS in both Math and ELA when compared to the state, and our 8th grade science scores continue to outperform the state average. To accelerate this growth in the coming years, we have redesigned our comprehensive academic program to adopt stronger, high quality instructional materials. This shift in curriculum, coupled with the growth we observed last year, puts us on a path to continuing to be a leader in academic outcomes for students in Rhode Island.

The Rhode Island Department of Education (RIDE) initiated its Report Card Rating effective for SY 17-18. Below you can find the past six (6) years of RIDE School Report Card data for Achievement First Rhode Island schools for 2017-2023. As you review this chart there are two important notes,

- Given the impact of the Covid-19 pandemic, RIDE School Report Card ratings for SY 19-20 and SY20-21 are reflected in SY18-19’s RIDE School Report Card ratings.
- As AF has staggered opening of its seven schools and RIDE School Report Card academic criteria varies across the K-12 continuum, there are schools that have not have RIDE School Report Card Ratings available
 - For example, RICAS is the academic assessment indicator for Elementary Schools and is administered starting in 3rd grade; Elementary Schools that did not have 3rd grade for identified school years will not have comprehensive RIDE Report Card ratings
 - For example, PSAT and SAT is the combined academic assessment indicator for High School; SY23-24 is the first year AF Providence High School will have 11th grade and will be the first year comprehensive RIDE Report Card ratings will be available

AF School	Year Opened	SY 17-18	SY 18-21	SY 21-22	SY 22-23
AF Providence Mayoral Academy Elementary	2013	★★★★★	★★★★	★★	★★
AF Illuminar Elementary	2015	★★★★★	★★★★★	★★	★★
AF Providence Mayoral Academy Middle School	2017	★★★★★	★★★★★	★★	★★

AF Illuminar Middle	2019		**	★★	★★
AF Promesa Elementary**	2020		**	**	★★
AF Envision Elementary**	2021		**		
AF Providence High School**	2021		**		

****Note:** Report Card ratings are not available for identified years for these schools as they are growing; there are no state assessment indicators for these years that do not have RIDE Report Card ratings.

In alignment with Rhode Island legislative requirements, and to ensure that we build on the strong foundation of achievement, we recently led a curriculum adoption process with our school communities to select the curriculum that would provide the strongest foundation for our schools for years to come. As we have adopted curriculum, our priority has been to choose materials that present the most rigorous, standards-aligned option while also ensuring that they have specific supports designed to meet the needs of multilingual learners (MLL students) and learners with special needs. All of the curricula we have chosen include specific supports to help teachers differentiate the curricula as a starting point for the work teachers do each day.

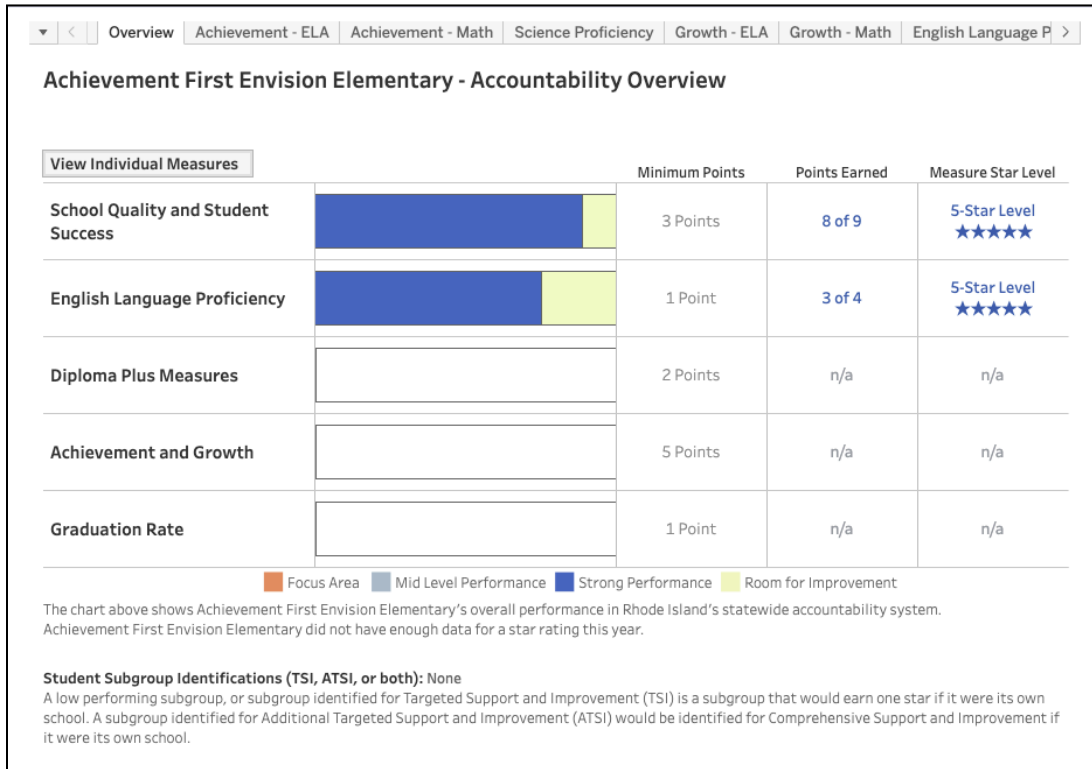
The RIDE School Report Card accountability system shows that the English Language Proficiency (ELP) indicator is an area of continued focus and prioritization for Achievement First Rhode Island Schools. Our current efforts are focused on supporting MLL students, especially in the context of learning loss following the pandemic. We are seeing some promising results, for example: of our nearly 1,000 MLL students, 37% of our students demonstrated “high growth” on the math RICAS last year, compared to 31% state average for high growth; we are also above the stage growth average for ELA. Related to this growth, we are also making significant investments in teacher development- making upgrades to our summer programming, adding additional time for teacher development throughout the year and coaching school leaders to improve their own skills in delivering high quality professional development (PD) on their campuses. This has been particularly important given adoption of new curricula and the number of new teachers hired as we scale our schools in the region.

Achievement First Envision Elementary Evidence of Performance:

Currently, Envision Elementary school serves students across grades K-3 for SY 23-24 and this upcoming spring will be the first year that students enrolled at this school will participate in the Rhode Island Comprehensive Assessment (RICAS). As such, there is not an overall report card score to share for Envision Elementary School.

However there are many internal and external indicators of the success of Envision Elementary School. Based on the SY22-23 Accountability Overview from the Rhode Island Department of Education, Envision Elementary has a 5-Star level rating for all available

indicators which includes School Quality and Student Success and English Language Proficiency.



The graphics below outline some of the specific accountability metrics that have contributed to these strong indicators of current and future success for Envision Elementary School. Specifically,

- School Quality and Student Success indicators show that teacher and student attendance is high and that suspension and chronic absenteeism is low.
- English Language Proficiency indicators show that 69% of Multilingual Learners met their target for growth in English Proficiency and ELP Index is 89 out of a possible 100.

Achievement First Envision Elementary - Accountability Overview

View Summary Data

		Minimum Points	Points Earned	Measure Star Level
Teacher Chronic Absenteeism		1 Point	3 of 3	
Suspension Rate		1 Point	3 of 3	
Student Chronic Absenteeism		1 Point	2 of 3	
Exceeds Expectations in Math		1 Point	n/a	
Exceeds Expectations in ELA		1 Point	n/a	
English Language Proficiency		1 Point	3 of 4	
Postsecondary Success		1 Point	n/a	
Commissioner's Seal		1 Point	n/a	
Science Proficiency		1 Point	n/a	
Growth in Math		1 Point	n/a	
Growth in ELA		1 Point	n/a	
Achievement in Math		1 Point	n/a	
Achievement in ELA		1 Point	n/a	
Graduation Rate		1 Point	n/a	

Focus Area Mid Level Performance Strong Performance Room for Improvement

The chart above shows Achievement First Envision Elementary's overall performance in Rhode Island's statewide accountability system. Achievement First Envision Elementary did not have enough data for a star rating this year.

Achievement First Envision Elementary - English Language Proficiency (ELP)

Progress toward English language proficiency on the ACCESS assessment in 2021-22 and 2022-23 combined

69% of Achievement First Envision Ele English learners met their target for growth in English proficiency. Their ELP index is 89 out of 110, meaning students made about 89% of the growth necessary to reach proficiency on target.

ELP Points: 3 out of 4

Points are based on All Students performance shown in bar chart. Four points matches RI's long-term goal of 75% meeting annual target.

Elementary Cuts	
ELP Points	ELP Index
4 Points	>= 75% Met Target (no index)
3 Points	>= 85 (index)
2 Points	>= 65 AND < 85 (index)
1 Point	< 65 (index)

How was this calculated?

Individual targets are based on students' initial levels of proficiency. All students have the same goal of proficiency in English, but the level at which a student entered determines how many years they have to reach that goal.

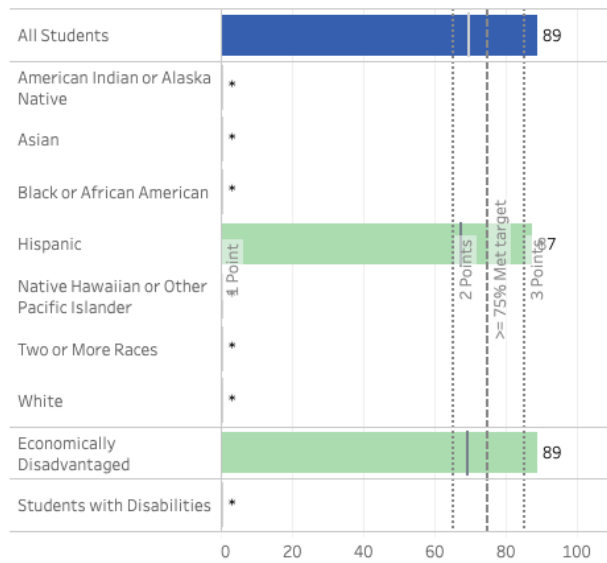
Next, the portion of progress made compared to the target is calculated for each student.

Finally, this is capped at 0 (no negative scores) and 1.1 (110% of the target), averaged across all students in a school, and multiplied by 100 to get the school's ELP index.

*Blank rows indicate too few students to report.

**Subgroups with 10-19 students are reported, but not included in accountability determinations.

Performance by Student Group



Bars above show ELP index. Vertical lines within bars show % met target. Dotted and dashed lines in chart correspond to cut points in table on left.

As outlined above, additional historical data pertaining to the performance of Envision Elementary is limited based on the pause on accountability metrics between SY 18-19 until SY 21-22, however, all available historic report card indicators show that the indicators for SY22-23 have been consistent throughout Envision Elementary’s founding in SY20-21.

See *Achievement First Envision Elementary Accountability Overview for SY 21-22* below.

▼ < Overview Achievement - ELA Achievement - Math Growth - ELA Growth - Math English Language Proficiency Graduatid >

Achievement First Envision Elementary does not have enough data for a Star Rating.

A school’s star rating is the lowest row where points are circled. If a column is missing a circled point score this means there was not enough information to score that indicator, such as having too few students for that indicator or not being a high school.

Star Rating	Achievement – ELA and Math (Max. 8 Points)	Growth – ELA and Math (Max. 6 Points)	English Language Proficiency (Max. 4 Points)	Graduation Rate (Max. 5 Points)	Diploma Plus (Max. 6 Points)	Exceeds Expectations, Absenteeism, & Suspension (Max. 15 Points)	# of Low-Performing Subgroups
★★★★★	6-8 points (3-4 per subject)	4-6 points (2-3 per subject)	3-4 points	4-5 points	5-6 points	12-15 points**	None
★★★★	5-6 points (2-4 per subject)		2 points		4 points (2+ per indicator)	10-11 points**	1 subgroup
★★★	7-11 total points*			3 points	3-4 points	7-9 points**	More than 1 subgroup
★★	5-6 total points*		1 point	2 points	2 points	5-6 points**	
★	2 points	2 points		1 point			

Once the school’s star rating is calculated, the number of low performing subgroups (right-most column) is counted. A low performing subgroup, or subgroup identified for Targeted Support and Improvement (TSI) is a subgroup that would earn one star if it were its own school. A subgroup identified for Additional Targeted Support and Improvement (ATSI) would be identified for Comprehensive Support and Improvement if it were its own school.

Student Subgroup Identifications (TSI, ATSI, or both): None

Excel Academy:

Excel Academy Rhode Island received a 2-star rating in its first year of operation for the 2022-2023 school year. By category, Excel earned:

- 2 stars for Achievement and Growth
- 2 stars for English Language Proficiency
- 2 stars for Exceeds Expectations, Absenteeism & Suspension
- 5 stars for # Low Performing Subgroups

Please read “Analysis” section below for further context on this report card data, which is included under tables outlining staff retention data for Excel Academy Rhode Island.

Data relating to staff turnover, by position type

Achievement First:

Achievement First Rhode Island Staff Retention, SY 22-23		
Role	Retention by the Numbers	Retention Percentage
Teachers	207 Teachers <ul style="list-style-type: none"> ● 140 Teachers Retained ● 67 Teacher Exited 	68% Teachers Retained
Administrators	44 Administrators <ul style="list-style-type: none"> ● 31 Administrators Retained ● 13 Administrators Exited 	71% Administrators Retained
Support Staff	96 Support Staff <ul style="list-style-type: none"> ● 65 Support Staff Retained ● 31 Support Staff Exited 	68% Support Staff Retained
Achievement First Envision Elementary Staff Retention, SY 22-23		
Role	Retention by the Numbers	Retention Percentage
Teachers	23 Teachers <ul style="list-style-type: none"> ● 17 Teachers Retained ● 5 Teacher Exited 	74% Teachers Retained
Administrators	6 Administrators <ul style="list-style-type: none"> ● 3 Administrators Retained ● 3 Administrators Exited 	50% Administrators Retained
Support Staff	11 Support Staff <ul style="list-style-type: none"> ● 8 Support Staff Retained ● 3 Support Staff Exited 	73% Support Staff Retained

As our growth in the region continues to stabilize as we approach our approved student enrollment cap, we anticipate that staff retention will also stabilize and improve. In general, established schools with the strongest leader retention tend to have greater teacher and staff retention. Partnerships with the Center for Leadership and Educational Equity (CLEE) and Roger Williams University also serve as critical retention strategies for teachers, leaders, and support staff. These partnerships support teachers and leaders obtaining required training for career promotion and professional pathways; an essential component to our long-term staff retention strategy. Additionally, we continue to collaborate with members of our Talent Team to ensure that we remain competitive with salary and benefits to promote strong staff retention. Furthermore, school leaders are working to improve teacher retention by prioritizing time for instruction, planning, and collaboration, and minimizing other non-core duties for teachers (e.g. coverage).

Excel Academy:

Role Type	2022-2023	2023-2024 (through 1/15/24)
Teachers	6 Staff Retained (46%) 7 Staff Exited (54%)	20 Staff Retained (95%) 1 Staff Exited (5%)
Support	3 Staff Retained (75%) 1 Staff Exited (25%)	3 Staff Retained (100%) 0 Staff Exited (0%)
Administrators	4 Staff Retained (44%) 5 Staff Exited (56%)	7 Staff Retained (100%) 0 Staff Exited (0%)
TOTAL	13 Staff Retained (50%) 13 Staff Exited (50%)	30 Staff Retained (97%) 1 Staff Exited (3%)

Please read “Analysis” section below for further context on staff turnover data.

Analysis of Excel Academy’s First Year Report Card Data and Staff Turnover Data

Excel’s first year in Rhode Island (SY22-23) presented significant challenges: adapting to a new educational landscape in a different region, an initially-unclear vision for instructional excellence, and a less stable leadership team. Our high staff turnover and our initially middling RIDE report card rating are a product of those challenges. This hard reality drove us to reflect deeply and make concerted changes in our staffing and practices for this school year (SY23-24). These changes have begun to bear fruit.

The appointment of a new, experienced principal in 2023-2024 inaugurated our change process. This leader’s focus and expertise have been critical in steering our school through its transformation, bringing clarity and direction to both staff and student expectations. She has helped to foster a rigorous and joyful environment reflected in student attendance, behavior, and survey data as well as staff retention and survey data.

Our turnaround strategy has been multifaceted. We restructured our leadership team to ensure stability and effective management, and we sharpened our focus on clear rules, norms, and expectations. This has significantly benefited our school community, with major improvements in average daily attendance, suspension rates, and chronic absenteeism as detailed below. We expanded extracurricular opportunities for students to invest in the Excel community and enhanced our efforts in teacher development, emphasizing commitment to educational excellence and providing a clear bar for classroom success. So far this school year, every classroom has been formally observed at least 6 times, and the leadership team has conducted 400 formal and informal classroom observations to-date this year. Recognizing the crucial role of parental involvement, we also stepped up communication with parents to foster a more supportive and engaged community. Family conferences have been very well attended. Additionally, two parents and five school-based staff serve on the Academic Oversight Committee of the Board of Trustees, and one parent recently became a Trustee as well.

These strategic changes have already yielded positive results. **Teacher turnover has dramatically decreased from eight mid-year departures in SY22-23 to just one mid-year departure** out of 31 staff members in SY23-24. Staff survey data shows **net positive confidence in school culture growing from 54% of staff in SY22-23 to 89% of staff as of January 2024.**

Teacher Departures and Confidence	2022-2023	2023-2024	Change
Teacher Mid-Year Departures	8	1	-87.5%
Teacher Confidence in School Culture	54%	89%	+35%

2023-2024 Staff Experience Data	Staff Rating
How optimistic are you that your school will improve in the future?	93%
Overall, how positive is the influence of the school leaders on the quality of your work?	96%
At your school, how motivating do you find working with the leadership team?	96%

We have also seen huge improvements in student attendance and student culture. As of January 23, **average daily student attendance has improved from 90.3% in SY22-23 to 93.2% YTD SY23-24. Chronic absenteeism has dropped from 36% in SY22-23 to 21% in SY23-24. Our suspension rate has also seen a considerable decrease from 7.9% to 4.6%.**

Student Attendance and Suspensions	2022-2023	2023-2024	Change
Student Attendance	90.3%	93.2%	+2.9%
Chronic Absenteeism	36%	21%	-15%
Suspension Rate through Jan 22	7.6%	4.6%	-3%

(School year data are reflected through Jan 22, 2023 and Jan 22, 2024, respectively, for comparability.)

As we continue this journey, these improvements in attendance, discipline, and staff stability will lay the groundwork for enhanced academic success in our end-of-year assessments. Indeed, **we have already begun to see dramatic improvements in our interim academic assessments.** We believe these metrics are not just indicators of a better-managed environment but also harbingers of the academic achievements to come.

Detailed narrative regarding **additional supports provided for students and families** to ensure academic achievement in Providence schools.

Achievement First:

The staff and leadership of Achievement First Rhode Island are deeply invested in the Providence community and family partnerships, continuing to invest heavily in the program, staff development, facilities, and support to ensure that we are able to deliver on our promises to our kids and families. In the spring of 2019, Achievement First (AF) adopted a set of six core values that center all of our work: Lead for Racial Equity; Strive for Excellence; Embrace Challenge; Care for the Whole Person; Choose Joy; and Go Further Together. This overarching work around aligning values and focusing on student experiences has resulted in strong school cultures and community relationships across the network. Some examples are described below.

From Family Partnership Councils and monthly newsletters from the principal to members of our office operations team making a personal call to each family every day if their child is absent, we believe deeply in partnering with our families. We also host a variety of partnership events from Back to School Night to Literacy and Family Math Nights.

A core focus for the 2023-24 school year has been reducing chronic absenteeism, given the challenges of the pandemic and the impacts this had on student attendance across the country. Average daily attendance across our 7 schools is at 93.4% and chronic absenteeism is significantly below sending districts and has improved since schools have reopened following the pandemic. We believe a key reason for this is our partnership and relationships with our families!

- One such recent recognition that speaks to this was a [ABC6 Rhode Island](#) news feature of AF Providence Elementary School regarding the Whirlpool Care-Counts program. This program provides laundry services to families to ensure students have clean clothes, a contributing factor to our reduced chronic absenteeism rates.
- As another example, AF Promesa Elementary School was recently awarded a \$10,000 prize from Stop and Shop for their community food pantry to supply dozens of families with food.

We use a variety of tools to assess the success of our school culture, student experience, and family satisfaction. Our monthly safety walkthrough data is strong across our schools and has allowed us to address challenges quickly. Our student experience surveys illuminate where our schools are meeting and surpassing our benchmarks for student favorability and show no meaningful difference for students with disabilities or MLLs. Similarly we've seen strong family satisfaction with our schools across the categories of academics, student experience, and safety.

Plans for Continued and Sustained Improvement

While we have much to celebrate over the past 10+ years of operating schools in Rhode Island, we still have work to do. While we have seen student growth each year, we are not seeing sufficient growth to recover from the degree to which COVID interrupted student learning. We are particularly focused on our population of multilingual learners and ensuring that we can provide high quality support for those students..

As part of our strategic plan, over the course of the next three years, AF will work to increase

student achievement in math and reading by first targeting teacher knowledge and skill. Specifically:

Improving Math Performance: We adopted high-quality instructional materials and coupled them with professional learning to build teacher knowledge and skill. We believe that a stronger curricular foundation, aligned to a conceptual-based approach to math instruction, will allow teachers to better meet the needs of their students in advancing mathematical proficiency.

Improving ELA Performance and Reading Outcomes: All reading teachers are engaged in training aligned with the science of reading, aligned with RI legislative requirements. We adopted high-quality instructional materials beginning in Tier 1 settings. We believe that a stronger curricular foundation, aligned to the science of reading, will allow teachers to better meet the needs of their students in advancing literacy proficiency. In the coming years, we will continue to evolve our instructional model by implementing the strongest reading intervention program to best meet the needs of our striving adolescent readers, which is currently being piloted in both of our Rhode Island middle schools.

We have shifted how we support our schools by engaging in continuous improvement cycles that allow us to periodically measure teacher practice aligned to effective instruction, against student learning outcomes to learn which practices are driving results for our students.

As part of our ongoing commitment to supporting our scholars in making informed post-secondary choices and leading purposeful lives, we implemented strategies to increase scholar awareness and exposure to multiple post-secondary pathways. This deepens their self-awareness as they choose a path that is aligned with their values, interests, strengths, and future goals.

Excel Academy:

We understand the sacred trust that families have placed in us, particularly because so many of our families experience what Zaretta Hammond calls “inequity by design.” Students of color, poor students, immigrant students, and multilingual students have been structurally underserved by the educational system. These are primarily the students that Excel serves. Excel’s places culturally responsive academic practices at the center of our teaching in order to serve these students well.

This work is especially important in Providence, where systematic inequality of resources and attention has made it difficult for increasingly diverse communities to gain access to educational opportunities that will allow them to prosper.

What does that mean in practice? We start with a strategic school-wide approach:

- **Coaching and Feedback.** Excel invests significant energy in the coaching and feedback process for early-career educators, particularly as they use research-supported, Tier 1 curriculum materials. We are a learning organization, consistently reaching out to the world to identify best practices and learning from new texts.
- **Diverse Educators and Leaders.** Excel is committed to having a staff and leadership team that reflects the diversity of our community and has taken active measures to identify practices to disrupt previous disparities and uplift diverse staff experiences. As

a result, we have more than doubled the percentage of our staff that identify as BIPOC (from 22% to 51%) in the last six years, with 42% of our staff identifying as first-generation college graduates.

- **Academic Rigor and Equity by Design.** Excel prioritizes academic rigor and learning acceleration for our students. At the center of our work is the idea of culturally responsive teaching from Gloria Ladson-Billings and Zaretta Hammond. Dismantling inequity by design means ensuring that our students have access to standards-aligned curriculum and instruction. We have worked with organizations like UnboundEd to build professional development centered on providing students with inclusive, grade-level appropriate, engaging, affirming, and meaningful (GLEAM) academic opportunities.
- **Real Choices for Students.** Excel is both college-preparatory and expansive in our view of choice. We believe that college readiness is about having choice, academic skills, and developing a college-going identity. Every student, regardless of their chosen path, deserves the opportunity to excel academically and personally. Our job is to provide students the maximum range of options, including four-year college, up until the point of deciding what they want to do next.

We then build on this with specific supports for each student:

- **What I Need (WIN) Program.** The WIN program is targeted intervention focused on areas of identified need for each student. Four times a week, for a total of four hours, small groups of students meet with a teacher, complete a targeted lesson, and check their progress. Over the course of the year students move to participate in different small groups as their areas of identified need change.
- **MAP (Measures of Academic Progress) Ownership.** We support students to continually grow in their MAP progress and build buy-in on MAP by providing family conference support, student goal tracking, and action step planning. With students owning their MAP progress, we've seen students maintain continuous progress over the course of the year.
- **Individual Student Coaching.** Each Excel staff member in the building coaches a set of individual students. This gives each student a coach to guide their academic focus, helps deepen student-adult relationships, and gives staff a sense of responsibility for all students.
- **Co-Teaching Model.** In our ELA and Math classes with our highest needs students, we employ a co-teaching model with two teachers per classroom. That allows the teachers to better target the individual needs of each student through parallel teaching, small group teaching and individual coaching.
- **After-School Programming.** We offer a voluntary afterschool homework club, run by teachers and administrators, which allows students to get targeted homework support before they head home. We encourage students who are struggling academically to stay for this programming so they can receive that targeted support. In addition to homework club, we offer other afterschool programming - sports, music, etc - which has had a significant impact on some students' academic success in more indirect ways.

At the root of our practices is the belief that to meet our mission, our students need to be prepared to engage with the adult world they will enter and to transform it in ways we cannot imagine. We want our students to have the skills to choose what they want to do after Excel Academy with pride, because they feel prepared for whatever option is out there.

Detailed narrative regarding **additional learning opportunities** provided for students outside of the mandated requirements. Detailed narrative regarding additional learning opportunities provided for **MLL students and students with IEPs in Providence**.

Achievement First:

Essential to the mission and vision at Achievement First is a commitment to supporting the unique needs of our students and families. We believe our proactive and data-driven approach is essential to providing comprehensive and personalized support to our diverse learners. Our Multilingual Learner (MLL) population reflects similar student demographics to Providence and the Urban Core Communities. For the SY 22-23,

- AF Rhode Island reports 25.8% Multilingual Learners (MLL) and 9.1% students with disabilities (students qualifying for Individual Education Program, also referred to as students with IEPs).
- Multilingual Learners (MLLs): Providence Public Schools (PPSD) reported 36.3% and the state of Rhode Island reported 12.5%
- Students with Disabilities: Providence Public Schools (PPSD) reported 15.8% students with disabilities and the state of Rhode Island reported 16.7%.

Supporting Student with Disabilities:

Our model for engaging all students is rooted in actively practicing our core values. We know that each student is on their own journey and we embrace a challenge when one arises. We set ambitious goals and do not stop until we achieve them.

Our primary mechanism to identify students who may qualify for special education is Response to Intervention (RTI.) We believe that providing early and robust interventions, that are scientifically-based, can simultaneously help us identify students who may qualify for special education services and stem the over-identification of racial minorities in special education.

RTI encompasses a high quality curriculum and instruction in the general education classroom, as well as Tier 2 interventions- academic or behavioral supports beyond what is offered in the general classrooms- and Tier 3 interventions- individual instruction for the scholars who need the most support. For this reason, we rely on regular progress monitoring and an active Child Study Team to determine which students may require more intense interventions and/or should be referred to the Evaluation Team for an initial evaluation to determine eligibility for Special Education and related services.

Scholars with disabilities may qualify for individualized special education and related services to meet their unique needs under the Individuals with Disabilities Act (IDEA) in alignment with federal law. Once identified for special education the Evaluation team will determine the services the student needs on their Individualized Education Program (IEP). Achievement First ensures that scholars with disabilities are getting not only academic services necessary for success, but also related services as needed such as speech therapy, occupational therapy, physical therapy, and social work. The IEP is created in partnership with the scholar's family and, whenever possible, the student.

Achievement First educates students with disabilities primarily through a co-taught environment with one general education teacher and one special education teacher in the classroom supporting students. The teachers collaborate in the classrooms and monitor

student progress towards their IEP goals. Families of students with disabilities receive progress reports sharing updates on how their child is doing towards their IEP goals each marking period.

As part of our ongoing effort to continue to improve our special education program at Achievement First we have partnered with Roger Williams University to offer teachers a reduced cost Masters in Special Education within our organization. The goal of the partnership is to have more teachers with special education knowledge and certification to support our student population. In addition, our Managing Director of Special Services is a member of ARIASE, or the Association of Rhode Island Administrators of Special Education. Through this association she is able to get valuable resources and collaborate with other directors and RIDE around policies. Additionally, in the 23-24 school year Achievement First will be forming a cohort of school and network leaders who engage in the All Means All Fellowship Opportunity to learn from special services leaders across the country.

Supporting Multilingual Learners (MLLs):

Around 30% of all students enrolled at AFRI are identified as Multilingual Learners (MLLs). In SY 21-22, AF initiated the role of “Director of Multilingual Learner Education,” who continues to align AFRI schools with state and federal regulations to justly and equitably serve MLL students and families. Since inception of that role, we have added additional MLL school-based roles to support in the language development and academic support of multilingual learners. Teachers in these roles support MLLs through push-in and pull-out instruction, accommodation planning, and providing professional development/support for teachers. Additionally, in partnering with ELlevation, we’ve established data-driven practices that support teachers in targeting language skills by using researched-backed instructional materials.

Our 22-23 three-year RIDE strategic plan includes the following commitments related to improving staffing and services for MLLs:

- We will provide MLL students with a state-approved language instruction educational program (LIEP) facilitated by appropriately certified teachers.
- We will include the role of MLL teacher on the network staffing list and provide schools with staffing budgets to reflect this role.
- We will increase network leaders, school leaders, and all staff’s knowledge of how MLL identification, assessment, servicing and monitoring are connected to school accountability in state and federal law.

In addition, the MLL Director leads AFRI in using the ELlevation Strategies platform, which provides all teachers and school leaders with professional development specific to learning about and working with MLLs. AFRI receives Title III grant funds and state MLL Categorical funds aimed at improving MLL programming, teacher and school leader PD, and expanding ESL/Bilingual teacher certifications.

Specific to professional development for all teachers working with MLLs, AFRI began offering all teachers and school leaders access to MLL PD modules through the ELlevation Strategies platform. Currently, over 100 teachers and school leaders at AFRI have completed at least one PD module and over 200 educators have started at least one PD module. In addition to ELlevation PD modules, AFRI has increased the number of ESL-certified teachers through a partnership with Roger Williams University. We have successfully staffed four of our seven schools with full-time MLL Teacher-Coordinators, who are coached alongside their school leaders through a partnership with Confianza in SY 23-24.

Additionally, 43.9% of students at Envision Elementary are identified as Multilingual Learners and the school had hired their first full-time MLL Teacher-Coordinator to provide additional support to the students, teachers, staff, and families at the school.

Excel Academy:

As the most acute effects of the COVID-19 pandemic have passed, it has become clear that remote learning and school-closures had a dramatic impact on students, particularly those who were experiencing the most inequity and instability during the pandemic. At Excel, our data has identified students with disabilities and multilingual learners as particular groups needing support, with those students having significant disruptions in their learning.

For MLL students and students with IEPs in Providence, Excel Academy has a comprehensive, multi-tiered system of supports (MTSS). We perform individualized data collection and monitoring, and then apply three tiers of support:

- Tier 1: High quality aligned curriculum, including differentiation for MLL students and students with disabilities.
- Tier 2: Small group instruction in literacy and math, plus extension opportunities in content areas.
- Tier 3: Higher intensity and differentiated instruction in literacy and math for students with gaps in schooling or ineffective instruction. For example, we have adapted our intervention blocks to ensure that students at least two grade levels below reading level have foundational literacy practice, using the Wilson curriculum vetted by RIDE which follow 'science of reading' practices.

At the diagnosis and monitoring stages, we have a thorough evaluation system, including bilingual evaluations when appropriate. Then, as part of our universal screening assessment process, we share results with families and support students to develop their own goals for reading and math along with their teachers. Those goals are then incorporated into monitoring activities in reading and math. To build on the IEP process, we invite and encourage students to be active participants in the process so they can become advocates for themselves and for disability awareness.

In addition to these tiers of academic supports, Excel provides substantial related services and enrichment. Services include speech, occupational therapy, physical therapy, BCBA (behavior support), pragmatics, and social skills services. We also hold weekly culture-building opportunities based on interest, including newspaper, cheerleading, D&D, and volleyball. This time gives MLL students in particular the opportunity to develop friendships and practice interpersonal language in low-structure settings.

In addition:

- Effective support for MLL students and students with disabilities requires thoughtful and consistent training of staff. To accomplish this, we are building a program to cultivate pathways to licensure, including in special education. We contribute to or pay entirely for certifications and training from RELAY Graduate School of Education, RISPE (Rhode Island School for Progressive Education), the Principal Residency Network, the City Year Teacher Pathway Pilot Program, and Teach For America. Excel has a staff member with extensive MLL and SPED experience to support teachers

obtaining more qualifications and training through these programs, and we reimburse staff for all costs related to the Praxis exams in Rhode Island.

- We have robust coaching and teacher observation practices, with weekly planning and intellectual preparation for both veteran and new teachers. One focus during this time is coaching teachers to better differentiate content for MLL and learners with disabilities.
- We invest financially in staff whose life experiences share points of intersection with those of our students, giving financial bonuses to staff who are first-generation college graduates, grew up in low income households, or can speak languages spoken by our student's families. This practice is rooted in research demonstrating that students learn the most when they have teachers who are relatable to their own life experiences.
- We have developed our school schedule to ensure that students with disabilities and multilingual learners have at least one literacy, language, or math specialist in their core content areas for each grade. The schedule also recognizes the importance of equity, ensuring MLL students and students with disabilities have access to all non-academic opportunities (PE, Art, etc.). We regularly monitor participation, attendance, and achievement disaggregated by identity markers to ensure there is not a disproportionate impact to how these students engage with school.