The 2016-2017 school year was the first year of operation for Provident Charter School, so there is no historical data.
School Performance Profile Score

The School Performance Profile (SPP) Score is a building level academic score based on academic achievement, growth and other academic indicators. The information in the SPP is also used for determining federal accountability status for Title I schools.

<table>
<thead>
<tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td>▼ 53.3</td>
</tr>
</tbody>
</table>

Source: www.paschoolperformance.org

The annual Pennsylvania System School Assessment (PSSA) is a standards-based, criterion-referenced assessment which provides students, parents, educators and citizens with an understanding of student and school performance related to the attainment of proficiency of the academic standards. Every Pennsylvania student in grades 3 through 8 is assessed in English Language Arts and Math. Every Pennsylvania student in grades 4 and 8 is assessed in science. (www.education.pa.gov)

<table>
<thead>
<tr>
<th>PSSA Accountability Performance</th>
<th>All</th>
<th>African American</th>
<th>White</th>
<th>Economically Disadvantaged</th>
<th>IEP</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>2016-2017</td>
<td>11.8</td>
<td>6.3</td>
<td>12.9</td>
<td>N/A</td>
</tr>
<tr>
<td>Math</td>
<td>2016-2017</td>
<td>19.6</td>
<td>12.5</td>
<td>22.6</td>
<td>N/A</td>
</tr>
<tr>
<td>Science</td>
<td>2016-2017</td>
<td>60.7</td>
<td>N/A</td>
<td>77.8</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Source: Required Federal Accountability Reporting

PVAAS is Pennsylvania's Value-Added Assessment System. Value added is a statistical analysis used to measure a district's, school's or teacher's influence on the academic progress rates of groups of students from year to year (growth). PVAAS is not a test. It uses existing test data from the PSSA and Keystone Exams. PVAAS results from the past two years are presented in the table below.

*The 2016-2017 school year was the first year of operation for Provident Charter School. PVAAS cannot be calculated due to data limitations.
The findings and recommendations for categories rated as Insufficient or Sufficient with Exceptions presented below are based on observations and the review of requested resources by the PPS Review Team at the charter school annual site visit. Findings should be addressed prior to the next annual visit. Any findings and/or recommendations considered a possible violation of the charter agreement with PPS and/or the PA Charter School Law must be addressed prior to the next annual site visit.

**Findings:**

*Administration*: **Insufficient**: Insufficient or no evidence was found in the following areas:
1. Counseling services are provided, and outside agencies are listed. The school has a full-time counselor, however no outside partnerships/services were used during the 2016-17 school year.
2. There are extracurricular arrangements with PPS, however "Provident did not offer any extracurricular activities during it's inaugural school year."
3. Parent involvement in the school improvement process and school activities is well documented, but parents were not involved during the summer of 2017 for the upcoming 2017-18 school year.
4. No evidence of college and career development was noted in any of the resource binders.

*Assessment* **Insufficient**: Deficiencies were found in the following areas:
1. Low proficiency in math and ELA
2. Single digit proficiency for African American students in ELA
3. No science results for African American Students

*Charter Office* **Insufficient**: Deficiencies were found in the following areas:
1. No expanded educational opportunities for students
2. Admissions policy actively markets and serves children with dyslexia

*Curriculum* **Insufficient**: Insufficient or no evidence was found in the following areas:
1. Evidence of data-driven school improvement planning
2. Partnerships and other outside resources are utilized to meet the academic and developmental needs of students.
3. Documentation of multiple assessment types and use of data to inform instruction
There was a partially included scope and sequence and pacing guidelines included for one of the curriculum resources. It is unclear what curriculum resources are being used for each grade and/or teacher. One classroom had Common Core standards posted instead of PA Core Standards. Zero out of three learning objectives were observed during the class visits. It was unclear what learning students were working toward for the day. No math manipulatives were observed being used during class visits. There was no evidence of analyzing student assessment data included or observed during class visits. Enrichment support was vague and unclear in provided documents. Multi-sensory instruction was seen as a professional learning opportunity for teachers but was not observed during class visits. Limited evidence of professional development log as well as teacher evaluation (multi-sensory strategies).

*Facilities*: See report.
Finance: **Insufficient:** Insufficient or no evidence was found in the following areas:
1. Current and future major fundraising activities
2. Emergency and shortfall budgeting procedures
3. Fiscal solvency policies, including amounts set aside for unexpected expenditures
4. Projected, unreserved fund balance for next school year

It was stated that the school will draw funds from a credit line provided by Bridgeway Capital, but does not say how much or ways to access the funds. The school is operating in the negative, and there are not any fiscal policies in place to stop this. Nothing was written for the projected fund balance, because the school is operating in the negative.

Special Education: **Sufficient with Exceptions:** The availability of an alternative curriculum and modified assessments is sufficient with exceptions.

**Recommendations:**

**Administration:** Create counseling partnerships with outside providers to support students.
Plan to offer extracurricular activities for students.
Provide evidence of parental involvement as part of the school improvement process.
PA Career Education and Work Academic Standards must be covered and taught to the students. Immediately begin to integrate these into instruction.

**Assessment**
1. Provide a plan for addressing the low proficiency in ELA and math.
2. Provide an explanation for missing science scores for AA students

**Charter Office**
Implement programs/offering that provide expanded educational opportunities for students.
Market to ALL students.

**Curriculum**
Use PA Core Standards.
Include the learning target/objective in their learning space so students are aware of what they are working toward.
Include up-to-date pacing, scope and sequence for each curriculum resource.
Consider student centered instruction and less teacher led frontal teaching.
Consider creating professional learning communities by content or grade level.
Consider doing a yearlong professional development calendar which includes monthly/weekly professional development opportunities.

**Finance:** Provident Charter is operating in the negative and has not planned for unexpected expenditures or put together policies to prevent operating in the negative. How and where the monies go in case of emergencies need to be documented.

**Facilities:** See report.

**Special Education:** Provide evidence/documentation that academic tasks provided are differentiated for all students at varying levels; there are alternative curriculums for students significantly below grade level and who require PASA for state testing; a full continuum of special education services based on student individualized needs

is provided.