

2019-2020 Charter Renewal Program Review

Charter Renewal Application #000445

Ascend Career Academy

Location Code: 5209

Submitted To:

Broward County Public Schools
Charter Schools Management/Support Department
Broward County Public Schools
600 SE 3rd Ave.
Fort Lauderdale, FL 33301

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Submitted By:

Vincent Alessi
5251 Coconut Creek Parkway Margate, Florida 33063

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1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

GENERAL

A. School Information

School Type: **High**
 Grade Levels: **[9, 10, 11, 12]**
 School District: **Broward**
 Neighborhood / Community:
 Organization Type: **Non-profit Corporation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **5251 Coconut Creek Pkwy Margate, Florida 33063-3962**
 Phone: **(954) 978-4555**
 Fax:
 Web Site: **ascendacademycharter.com**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Vincent Alessi**
 Mailing Address: **5251 Coconut Creek Parkway Margate, Florida 33063**
 Mobile Phone: **5613053597**
 Alternate Phone: **9549784555**
 Email: **principal@ascendacademycharter.com**
 Current Employer:

C. Attendance Projections

Grade Level	2015-16 Enrollment		2016-17 Enrollment		2017-18 Enrollment		2018-19 Enrollment		2019-20 Enrollment	
	Min.	Max.								
9	32	35	34	38	37	41	40	44	41	45
10	58	63	63	69	68	74	73	80	75	83
11	83	92	91	100	98	109	106	117	110	121
12	115	127	125	137	135	148	144	158	149	164
Total	288	317	313	344	338	372	363	399	375	413

D. Board Members

Name	Title	Contact Information	Current Employer
Alessi, Vincent	Emergency Contact	P: 9549784555 M: 5613053597 E: principal@ascendacademycharter.com	
DuMont,	Board Chairperson	P: M: 6179017719	

Gregory		E: gjdumont@gmail.com	
Hughes, Sayra	Board Member	P: M: 9543036555 E: sayrahughes@bellsouth.net	
Leonti, Cheryl	Board Member	P: M: 9547564673 E: leontic@bellsouth.net	
Leonti, Cheryl	Board Member	P: M: 9547564673 E: leontic@bellsouth.net	

CHARTER SCHOOL RENEWAL INSTRUCTIONS

1. CHARTER SCHOOL RENEWAL INSTRUCTIONS

Section Evaluation

No Action Required Rhonda Stephanik, 11/1/19

Final Rating

No Action Required

Attachments

Section 1: CHARTER SCHOOL RENEWAL INSTRUCTIONS

– No Attachments –

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

1. COVER SHEET

Section Evaluation

Final Rating

Complete

Complete Rhonda Stephanik, 11/26/19

Complete Jill Young, 11/27/19

Complete Donte Collins, 12/2/19

CHARTER RENEWAL PROGRAM REVIEW COVER SHEET

NAME OF CHARTER SCHOOL SEEKING RENEWAL: Ascend Career Academy

CHARTER SCHOOL LOCATION NUMBER: 5209
DATE: 11/01/2019

GRADES SERVED: 9-12

This School has been designated a High Performing Charter School pursuant to s. 1002.331, Florida Statutes. YES NO

This School has been designated a School of Excellence pursuant to s. 1003.631, Florida Statutes. YES NO

NAME OF NON-PROFIT: Denovo Inc DBA Ascend Career Academy

Provide the name of the person who will serve as the primary contact for this renewal document. The primary contact should serve as the contact for follow-ups, interviews, and notices regarding the renewal process.

NAME OF CONTACT PERSON: VINCENT ALESSI

TITLE/RELATIONSHIP TO NON-PROFIT: PRINCIPAL/COO

MAILING ADDRESS: 5251 COCONUT CREEK PARKWAY MARGATE, FL 33063

**PRIMARY TELEPHONE: (954) 978-4555
561) 305-3597**

ALTERNATE TELEPHONE: (

E-MAIL ADDRESS: PRINCIPAL@ASCENDACADEMYCHARTER.COM

NAME OF EDUCATION SERVICE PROVIDER (if any): N/A

I certify that I have the authority to submit this document and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the renewal process or revocation after award. I understand that incomplete documentation will not be considered. The person named as the contact person for the program review is authorized to serve as the primary contact for this evaluation on behalf of the organization.

VINCENT ALESSI

PRINCIPAL/COO

Printed Name

Position/Title

VINCENT P ALESSI

11/01/2019

Signature

Date

Attachments

Section 1: COVER SHEET

– No Attachments –

SECTION BREAKDOWN

1. SECTION BREAKDOWN

Section Evaluation

– *Not Rated* –

– *No Final Rating* –

Attachments

Section 1: SECTION BREAKDOWN

– No Attachments –

EXECUTIVE SUMMARY

1. Executive Summary

Section Evaluation

Final Rating

Complete

Complete Matt Schroeder, 11/13/19

Complete Lourdes Panizo, 11/13/19

Complete Reynaldo Tunnermann, 11/13/19

Complete Allisyn Axelrod, 11/14/19

Complete Celina Chavez, 11/14/19

Complete Rhonda Stephanik, 11/18/19

Complete Donna Haynes, 12/2/19

Complete Sean Brown, 11/18/19

Complete Detra Adams, 11/19/19

Complete Kim Punzi-Elabiary, 11/20/19

Complete Laurie Steinberg, 11/21/19

Complete Cecilia Zereceda, 11/21/19

Complete Rachel Askew, 11/22/19

Complete Celia Jimenez, 11/22/19

Complete Louise Ball, 11/25/19

Complete Debbie-Ann Scott, 11/25/19

Complete David Shelley, 11/25/19

Complete Leyda Sotolongo, 11/25/19

Complete Marilyn Johnson, 11/25/19

Complete Hanne Rega, 11/26/19

Complete Jill Young, 11/27/19

Complete Donte Collins, 12/2/19

Complete Brenda Santiago, 12/2/19

Ascend Career Academy Charter High School (ACA) was granted a charter to operate in a retail plaza situated in Margate, FL in 2015. At that time, the former management company projected 500 students for opening day. The projections were seriously flawed, and we began our school by servicing thirty-five students. We are presently serving 245 students, with limited advertising in the past five years. Basically, word of mouth is what brings students to us

The school has made substantial progress in the educational, financial and operational functions included within the charter agreement. Our original mission and goals, as stated in the charter application, have not changed; as we have since our first day of operation, we are still providing a safe, academically rich environment to at-risk students for whom traditional schools have not worked. The only changes that have occurred over the past five years have been in varying the methodologies and some of the academic content we provide. Our niche school effectively serves its target population.

This school has become a home for disenfranchised students. Students at Ascend are given opportunities to succeed, they are not judged on their past academic history. Instead, the school focuses on helping students build self-worth and self-esteem, recover their credits for graduation and aid in the attainment of a high school diploma. The physical environment at Ascend, purposefully designed, is akin to a college campus. High ceilings, couches, loveseats, and carpeting mute the excess noise and visually enhance the feeling of openness and accessibility. The interior space is also a "safe zone" because of backpack checks, metal detectors, buzzer entrance systems, video surveillance, an armed Margate PD officer, and a trained staff who are aware of the nuances of student behaviors.

Our after-school clubs also provide needed support. We currently serve the interest of students through the Gay/Straight Alliance, Anime, Journalism, Hispanic Dance, General Art, and yoga clubs. Approximately sixty students are in club attendance each day.

ACA is an emotional retreat, as well as an academic center for students who thrive in a safe, small environment. With all of that in place for the past five years, we anticipate that our next five will attract even more students who require an alternative environment to learn and successfully graduate. Students overwhelmingly noted their satisfaction with the care we exhibit every day. In a survey from October 2018, 88.47% of respondents said that the staff at Ascend creates an environment that helps students learn.

Our progress in the educational arena is also noteworthy. Ascend achieved a graduation rate of 37.1%, surpassing all SIR charter high schools in our district for the 2018-2019 school year. In addition to the highest graduation rate for SIR schools, Ascend has demonstrated success with special needs students, as evidenced by the fact that our SWD subgroup closed the learning gap when compared to the non-SWD subgroup. The learning gap was only 9% in ELA and 6% in Social Studies, as compared to the district gap of 35% in ELA and 31% in Social Studies for the same subgroups.

General concerns with academic deficiencies are constantly being addressed. Specifically, our students struggle in mathematics, as evidenced by low results on state tests. While this population is generally deficient in math skills prior to their enrollment, our school provides more facilitation through a blended learning approach, rather than whole group instruction, resulting in more one-on-one instruction. We will continue with this blended learning model in the next contract phase, but will enhance learning with the hiring of a para-professional and mandated tutoring sessions for students who are at risk of failing. Scaffolded instruction, which targets student

deficits and improves foundational skills, is being implemented, as we do for our struggling readers.

Financially, the deficit from day one resulted in major strategic planning to negotiate terms with lenders and vendors, and today, the school is managing a monthly surplus in excess of \$45,000, and has no financial constraints that would limit any services to students. Our primary lender has provided documentation of a loan in good standing, and our monthly budget reconciliations by an independent CPA firm consistently indicates compliance with generally accepted accounting principles. An auditing firm conducts an annual audit that has resulted in no evidence of required financial corrective action by the School Board of Broward County. As the school evolved, revised enrollment projections were significantly more realistic and the next five-year projection, based upon similar growth patterns, reflects a steady increase in enrollment and commensurate revenue.

Our school operations reflect a growing need for personal security and campus awareness of the possibility of any threats to students or staff. We are compliant with the Marjory Stoneman Douglas Public Safety Act. Student movement is deliberate and well-monitored, and evacuation halls are in place to shield students in the event of an emergency evacuation. Entrance into the facility is monitored by police each day. Students must pass through a TSA grade metal detector, and backpacks/personal items are checked before students can move into the building.

Food operations are carefully choreographed each day. Healthy food from a local catering company, in accordance with regulations established by Florida Department of Agriculture, provides two free meals a day, plus snacks, to ensure that students have access to nutritional meals. Many of our students do not eat enough at home, so extra food is ordered at a significant cost to the school. A hungry child cannot learn, and in some cases, we give students meals-to-go for dinner.

Ascend Career Academy Charter High School had a humble beginning, with a mission and goals that were meant to serve a needy population. In that effort, we created a safe, academically challenging environment that served many at-risk students but also provided a bridge to mainstream students who looked for a different environment that better served their needs. Upon renewal of our contract, we expect to serve more students who are looking for the hope and the promise of a better future.

Attachments

Section 1: Executive Summary

– No Attachments –

EDUCATIONAL PERFORMANCE

1. FEDERAL AND STATE ACCOUNTABILITY

Section Evaluation		Final Rating
Partially Meets the Standard	Rachel Askew, 11/22/19	Partially Meets the Standard

A. Explain the charter school's current School Improvement Status.

Ascend Career Academy continues to earn a School Improvement Rating of "Maintaining," which it has held for the past three years. However, due to the nature of the students being served, the school has been designated as Comprehensive Support and Improvement (CS&I) per its overall Federal Index. The Federal Percent of Points Index (Federal Index) is used to identify schools in need of support. The Federal Index represents the federal accountability system (Every Student Succeeds Act [ESSA]) calculation, which includes the same components as Florida's accountability system that make up a school's grade with one additional component, an indicator for the progress of English Language Learners. In cases where a school tests fewer than 95% of its students, the number of students that make up the difference between those who were actually tested and those who should have been tested to reach the required 95% threshold are added back in to the denominators of the English Language Arts and Mathematics achievement components and are counted as non-proficient as required under federal law.

- **How has the school met the standards required for federal and state accountability?**

Ascend Career Academy has met all standards required for its School Improvement Rating of "Maintaining," failing to score at a "Commendable" level due to its inability to test at least 90% of students. This is an area that the school continues to address since its target population often struggles with attendance and assessment issues. In particular, students who have not previously been successful on assessments are not motivated to continue to take them without appropriate interventions that help them achieve some type of intervening success. Along these lines, the school continues to improve its learning gains in both English/Language Arts and Mathematics, helping to demonstrate to students that they are making progress. Moreover, Ascend's Percent of Points for its School Improvement Rating increased by 5% in 2018-19 to a total of 41%. Since Ascend serves more Students with Disabilities (SWDs) than most charter schools and some traditional District Schools, it is important to look at the success of SWDs. According to the FLDOE Edu-Portal, for those years when Ascend had a sufficient subgroup size to be reported, it outperformed both the State and the District in closing the achievement gap for this subgroup. For the 2016-17 school year the graduation gap for SWDs was 9.4% for Ascend Students, 18.5% for Broward and 17.3% for the State. In 2017-18 the achievement gaps in ELA and SS were 9% and 6% respectively for SWDs at Ascend. For Broward SWDs, the gaps were 35% and 31% respectively and for the State, 38% and 34% respectively.

- **If the charter school has not met these standards, what measures will be implemented for improvement?**

As indicated, the school continues to strive to meet the 90% threshold for students tested in order

to attain the “Commendable” rating. Ascend’s teachers and counselors meet regularly with students regarding their progress and encourage their continued efforts. School administration also reaches out to parents reminding them of the important role that assessment plays in accurately documenting progress for both the students and the school.

B. Include the school’s plan to increase and/or maintain its AMO status for the upcoming term of the charter.

Since the State is no longer requiring schools to meet Annual Measurable Objectives (AMOs), Ascend Career Academy is now focused on other measures such as the components of the School Improvement Rating and the Federal Index. With 82% of its student population minority and 100% economically disadvantaged and past/potential dropouts, Ascend continues to focus on its learning gains and graduation rates for in and out of cohort. Both continue to show improvements. As such, the school will continue the practices that have contributed to its significant strides since its inception. These include the student-centered practice of adult/student conferences on academic, social and behavioral matters; after school tutoring, which targets deficits identified by classroom teachers, virtual teachers and managed software programs and a safe, welcoming and supportive school environment.

C. Identify any subgroups that did not achieve its AMO targets and how the charter school is using data to drive instruction to reach the students in this/these subgroup(s).

- **Include data and a data analysis for each of the subgroups your school serves.**
- **Discuss programs implemented to address subgroup deficiencies and gap skills.**

This is not applicable to Ascend Career Academy, however, the school continues to use data to drive instruction to meet and exceed the needs of all the students.

D. Summarize the demonstrated proficiency or the charter school’s progress toward meeting proficiency in subjects tested (math, reading, writing and science)

- **If the school is not using state assessments such as FSA or EOC, what assessments are administered?**

This is not applicable.

- **How often is student progress monitored?**

Reading – FAIR – 3 times per year

Math - APEX End of Unit Assessments – Approximately every 3 weeks

Science – APEX End of Unit Assessments – Approximately every 3 weeks

E. Explain if the students are making one year's worth of growth annually in mathematics and reading.

The students have made significant growth both in mathematics and reading; however, we will continue to implement research-based strategies to assist those students who are not making one year's worth of growth annually in mathematics and reading. While not all students have realized significant growth in mathematics, there has been real progress in English/Language Arts

(reading) and in the graduation rate. Since the overwhelming number of students enrolling at Ascend are deficit in these foundational skills and subsequent credits, it is not reasonable that these students will progress from a low Level One to a proficient Level Three in just one year. Therefore, incremental progress is the best indicator of success. To this end, Ascend will continue to implement research-based strategies to assist those students who are not making one year's worth of progress in these critical subjects.

- **If the students are not, what measures will the charter school implement?**

Ascend will continue to implement research-based strategies to assist those students who are not making one year's worth of progress in these critical subjects.

Tutors will focus on the following five standards that describe how mathematic content is taught:

1. Problem Solving: Engage in task for which the solution method is not known in advance.
2. Reasoning and Proof: Think analytically.
3. Communication: Share ideas and clarify understanding.
4. Representation: Understand ways in which mathematical ideas are represented.
5. Connections: Understand how mathematical ideas interconnect and build on one another.

Reading tutorials are on site in regularly scheduled classes and are provided by Florida certified reading teachers will include:

- Essential Questions – Instruction focuses on the deep and abiding questions students face in their lives, such as “Does an individual’s success depend on the individual or the environment?” or “What keeps us together and what pulls us apart?” Essential questions have no right or wrong answers and allow students and teachers to assume varied roles in the process of inquiry around topics that matter.
- Teacher Read Aloud/Think Aloud - Teachers model fluent and motivational reading daily. Reading aloud includes teacher think-aloud, as well as highlighting key vocabulary and text structure.
- Academic Vocabulary/Word Study - Word walls contain continuous and current academic and content specific vocabulary words. Word wall activities are interactive and engaging, and students review words through whole group activities, small group activities, and individual practices when appropriate to the daily instructional focus. Word study includes structural analysis of word parts (prefixes, root words, suffixes) as well as contextual analysis (context clues, signal words, punctuation clues, multiple meanings and other clues) to determine meanings of unknown words.
- Pre-Reading Instruction – Scaffolding in the form of pre-reading instruction will be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Pre-reading instruction includes building motivation and interest using authentic and relevant “hooks” to engage readers, including read think/think aloud around motivating and related topics. Pre reading instruction may include, when appropriate, anticipation guides, new vocabulary and word study, discussions to set purposes for reading, previewing text and text features, making and confirming predictions, identifying text structure and organization, and activating prior knowledge. Students may construct graphic organizers to use during and after reading.
- During Reading Instruction - Scaffolding in the form of during-reading instruction will be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text,

independently. During reading instruction should focus on text-dependent questions. Students actively read in pairs, with the teacher, individually, and/or silently. Students analyze text features, text structure, visuals and/or data and write to text using evidence or claims from the text to justify responses. Cooperative groups may jigsaw reading or engage in shared reading. Text-dependent questions aligned to reading benchmarks and higher levels of Bloom's Taxonomy or Webb's Depth of Knowledge will be asked during reading and students encouraged to pose their own questions to guide reflection and learning. Students discuss, write, practice and complete literacy tasks in pairs, small groups, or individually. Reciprocal teaching and evidenced based reading strategies such as text coding, margin notes, students generating their own questions, and writing to text helps students clarify ideas, paraphrase, summarize, predict, and comprehend complex text.

- After Reading Instruction - Scaffolding in the form of after-reading instruction will be implemented using the gradual release model and should not pre-empt students reading and grappling with complex, challenging texts and literacy tasks such as writing to text, independently. Students discuss, write and apply information from texts and make relevant and authentic connections within in and across other texts and literacy performance tasks. Students complete informal assessments such as reflective writing in journals and learning logs, "tickets out the door," or writing to learn, such as summaries to complete graphic organizers. Students may also work on research/inquiry projects and/or complete program-specific assessments or district assessments that meet learning objectives. Student work is reviewed, and students given reflective feedback for learning. Work is saved and archived in student folders or portfolios for ongoing review and monitoring of student progress to attain mastery of NGSSS benchmarks and college and career readiness objectives as defined by the Common Core State Standards.
- Independent Reading – Students develop stamina and motivation for independent and sustained silent reading of increasingly more rigorous and complex texts when they can self-select texts that are relevant and culturally relevant and meaningful to them. Teachers model comprehension-monitoring strategies to help students build independence as readers. Teachers monitor independent reading for engagement and connect with each student at least weekly to monitor progress. Reading logs or journals, text talk, book passes, and peer recommendations help students make connections to text. Classroom libraries should include a wide variety of reading genres, of varying complexities, including complex, stretch texts, as well as e-books and other text resources online, through the school's media center, and resources outside school.
- Differentiated Instruction - Teaching all students to read requires that every student is carefully monitored to determine that instructional content and delivery of the reading instruction that best meets student needs. Small teacher-directed groups meet for more intensive intervention in word study, fluency, comprehension or vocabulary, if and as needed. Project based learning, writing, student inquiry and research, and authentic presentation tasks provide varied and motivating opportunities for students to demonstrate their learning using multiple, complex texts, integrating interdisciplinary performance tasks across various content areas.

The following measures will be taken to address the lack of annual growth in an annual school year:

- The school will implement a school-wide silent reading program
- Novel studies will be added to the curriculum
- The school will research and implement additional research-based programs to enhance the Mathematics and Reading curriculum
- The school will engage the services of outside consultants to assist in the areas of classroom management, curriculum development, and SEL learning strategies.
- The school will create a formal parent involvement group to enhance communication amongst stakeholders.

F. Of the students in the lowest 25%, explain if 50% of those students are making one year's worth of growth annually in mathematics and reading.

50% of the students in the lowest quartile are not making a year's making worth of growth annually in Math and Reading. The educational performance of the school is directly impacted by the at-risk students who come to Ascend who arrive seriously behind in skills level, attendance and behavioral concerns. Also, the lowest quartile has a very limited subgroup size within Math and Reading and therefore, was not in the SPARS report beyond 2016-17.

• **If the students are not, what measures will the charter school implement?**

The school will implement the scientifically research-based rotational instruction model (RIM) for reading. RIM has a minimum of three literacy stations including technology, teacher-directed small group differentiated instruction, and independent reading. Additional centers may include writing response journals, test-taking strategies, book discussion groups, student-to-student listening and speaking, or a cooperative learning activity. The RIM consists of five components:

1. Whole Group Warm Up
2. Independent Reading
3. Small Group Instruction
4. Interactive Reading
5. Whole Group Wrap Up

The Rotational Instructional Model is designed to increase student engagement and achievement. The model ensures systematic delivery of explicit instruction, scaffold instruction, and differentiation. The purpose of the RIM is to foster a balanced literacy program with struggling readers. Students will have three intervals of engaged learning in modeled, guided, shared, and independent reading lessons. The role of the software is corrective reading; the small group facilitator continues the process with face-to-face remediation and opportunities for guided and shared reading.

In an effort to increase academic performance in Math, ACA will provide the following services to our students:

- The school will employ a qualified paraprofessional to pull out students and provide remediation.
- The school will research and implement additional research-based programs to enhance the curriculum.
- The school will purchase and utilize the use of manipulatives to enhance the hands-on learning experience of the students.
- The teachers will ensure that instruction is scaffolded and differentiated to meet the needs of all students.

G. Verify that the school is appropriately administering applicable state standardized tests to its students.

Ascend Career Academy is appropriately administering all applicable State standardized test to its students. While the school continues to strive to have a minimum of 90% of the eligible students tested, it continues to exceed the 80% threshold established to receive a School Improvement Rating of "Maintaining."

- **If the school is not testing the appropriate percentage of students, what measures will**

the charter school take to ensure the appropriate numbers of students are being tested?

As indicated, the school continues to strive to meet the 90% threshold for students tested in order to attain the “Commendable” rating. Ascend’s teachers and counselors meet regularly with students regarding their progress and encourage their continued efforts. School administration also reaches out to parents reminding them of the important role that assessment plays in accurately documenting progress for both the students and the school. The school has provided additional incentives such as the provision of movie days, food incentives and game room participation to motivate and increase the attendance for testing.

H. Identify if the charter school’s performance meets or exceeds the performance of schools with closely comparable student populations.

Ascend Career Academy continues to strive toward meeting or exceeding the performance of similar schools with closely comparable populations. While an increased focus on mathematics is needed, Ascend has performed well in English/Language Arts and in Graduation Rate for an Alternative, Charter School with 100% economically disadvantaged students, which is more than 20% higher than the comparable schools and with the highest number of Students with Disabilities at 19.3%. The comparable schools averaged just under 13%.

2018-19 Graduation Rates

School Name	Graduation Rate
Sun Ed	10.9%
Academic Solution A	32.6%
Sunrise	30%
Andrews High	32.5%
Sunfire	7.5%
Academic Solution	35.5%
Ascend Career Academy	37.1%

School Name And Number	Percentage in Level 3 or Above 9th Grade	Percentage in Level 3 or Above 10th Grade
Ascend Career Academy (5209)	26	10
SunEd High School Of North Broward (5861)	17	3
Academic Solutions Academy A (5233)	9	7
Sunrise High School	0	3
Andrews High School (5009)	19	4
Sunfire High School (5060)	8	7
Academic Solutions High School (5028)	13	8

Mathematics – 2018-2019 (Fall Scores)

School Name And Number	Percentage in Level 3 or Above Algebra 1	Percentage in Level 3 or Above Geometry
Ascend Career Academy (5209)	8	3
SunEd High School Of North Broward (5861)	21	14

Academic Solutions Academy A (5233)	*	0
Sunrise High School (5481)	3	2
Andrews High School (5009)	9	2
Sunfire High School (5060)	0	7
Academic Solutions High School (5028)	9	16

I. Identify the charter school’s school grade.

- **If the charter school did not obtain a school grade of “C” or above, what measures will the school implement or has the school been implementing to improve its grade?**
- **If a charter school does not get a school grade nor a School Improvement Rating what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students are learning and to identify students who may be struggling?**
- **If a charter school serves untested grades (K-2), what assessments has the school used or will the charter school use during the next charter agreement term to ensure that all students in untested grades are learning and to identify students who may be struggling?**

Ascend Career Academy does not receive a school letter grade.

J. Identify if the school has developed a state-mandated School Improvement Plan (SIP). Discuss the main areas and the timeline for improvement if applicable.

Ascend Career Academy continues to earn a School Improvement Status of “Maintaining,” which it has held for the past three years. However, due to the nature of the students being served, the school has been designated as CS&I per its overall Federal Index.

K. Identify if the charter school has been identified as one of the 300 Lowest-Performing Elementary Schools in Florida.

- **If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

This is not applicable.

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

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- **If the charter school has not received a SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?**

Ascend failed to score at a “Commendable” level due to its inability to test at least 90% of students. This is an area that the school continues to address since its target population often struggles with attendance and assessment issues. In particular, students who have not previously been successful on assessments are not motivated to continue to take them without appropriate interventions that help them achieve some type of intervening success. Along these lines, the school continues to improve its learning gains in both English/Language Arts and Mathematics, helping to demonstrate to students that they are making progress. Moreover, Ascend’s Percent of Points for its School Improvement Rating increased by 5% in 2018-19 to a total of 41%. Ascend’s teachers and counselors meet regularly with students regarding their progress and encourage their continued efforts. School administration also reaches out to parents reminding them of the important role that assessment plays in accurately documenting progress for both the students and the school

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- **If yes, explain the measures that the charter school will take or has been taking to remedy this status.**

This is not applicable

L. Describe what School Improvement Rating (SIR) the charter school has received, if applicable.

Ascend Career Academy continues to earn a School Improvement Status of “Maintaining,” which it has held for the past three years. However, due to the nature of the students being served, the school has been designated as CS&I per its overall Federal Index.

- If the charter school has not received an SIR of Maintaining, what measures has the charter school taken or will the charter school take to improve the rating?

Ascend failed to score at a “Commendable” level due to its inability to test at least 90% of students. This is an area that the school continues to address since its target population often struggles with attendance and assessment issues. In particular, students who have not previously been successful on assessments are not motivated to continue to take them without appropriate interventions that help them achieve some type of intervening success. Along these lines, the school continues to improve its learning gains in both English/Language Arts and Mathematics, helping to demonstrate to students that they are making progress. Moreover, Ascend’s Percent of Points for its School Improvement Rating increased by 5% in 2018-19 to a total of 41%. Ascend’s teachers and counselors meet regularly with students regarding their progress and encourage their continued efforts. School administration also reaches out to parents reminding them of the important role that assessment plays in accurately documenting progress for both the students and the school.

M. Identify the charter school’s graduation rate, if applicable.

Ascend Career Academy has maintained a graduation rate of 37.1% for the past two years, higher than comparable, alternative charter high schools.

- **Provide in-cohort and post-cohort graduation rate data.**
- **What has been the charter school’s graduation rate goal?**

The initial goal based on an unknown student population was 50%. This was determined by a review of rates at area district high schools, a potential population with foundational reading skills and a significantly higher enrollment. Based on the most current data available, the first year a cohort was eligible, there were only 31 students with a graduation rate of 25%. This increased to 60 the following year with a rate of 37.1%. While enrollment was far lower than expected, efforts to attain the initial goal are trending in a positive direction.

- **What steps has the charter school taken to meet or exceed this goal?**

After its initial years as an alternative charter school, the administration and support staff realized that the targeted student population was far more needy academically and socio-emotionally than initially expected. As a result, Ascend has developed a student-centered approach to supporting its students while continuing to allow as much flexibility as needed. Before starting classes, each student meets with the guidance director to develop an individual plan for graduation. The guidance department continuously monitors all students to ensure they remain on track for graduation. For students not on track, the School-Based Team reviews student progress and implements the MTSS to discern specific issues and needed interventions. Among these are after school tutoring, additional counseling, online and face-to-face academic support along with more frequent monitoring.

- **What measures will the charter school implement to increase its in-cohort and post-cohort graduation rate to meet its goal?**

Ascend increases both in-cohort and post cohort within the same process. From their first day at the school, students are given a roadmap that highlights their blueprint to graduation even if they are beyond their cohort group graduation date. We also provide opportunities for one-on-one tutoring and strongly encourage our teacher to contact parents and remind them that tutoring is scheduled four days per week.

- **How has the charter school supported students in meeting college, career, and life readiness? (Provide specific schoolwide strategies)**

All students review their anticipated progress in their orientation visit with the Guidance Director and are provided with an engaging standards-based blended curriculum that allows them to actively participate and perform well. In addition to the career focused classes, students are provided with a wealth of post-secondary options. The students at Ascend are given opportunities to succeed, they are not judged because of their past academic history. Instead, the school focuses on helping students build self-worth and self-esteem, recover their credits for graduation and aid in the attainment of a high school diploma. Students build resumes and are coached for interview skills. They also are required to take a financial literacy elective class to prepare them for their post-graduate life choices. The school is now pursuing industry certification classes that will result in Microsoft certification

- **Describe the student support measures implemented to increase student attendance (SIR Schools only)**

Ascend Career Academy provides a safe and welcoming environment for its students. The school promotes and encourages diversity and individuality. This has resulted in improved attendance and a higher level of classroom engagement. Should any student be absent for three consecutive days without parental input, communication is made with the home to ascertain the situation and to determine whether additional supports may be needed. A Mental Health counselor immediately assesses each student upon enrolling at the school or after a staff/administrator referral and depending upon the results of the assessment, students are directed to school or community resources as warranted.

N. Provide concordant/comparative score data (ACT/SAT scores) and explain how the school utilizes or will utilize concordant and comparative scores to increase graduation rates.

ACT Data

SAT Data

In order to increase graduation rates, students who have been unsuccessful with the Florida Standards Assessments are informed about the 3 alternative assessments, the ACT, the SAT and the PERT. Students are provided with ACT/SAT fee waivers, in-school tutorials and tutoring utilizing Khan Academy and ACT Preparatory Courses. In addition, the school also provides free afterschool tutoring to prepare the students for these alternative assessments.

Attachments

Section 1: FEDERAL AND STATE ACCOUNTABILITY

– No Attachments –

2. MISSION-SPECIFIC ACCOUNTABILITY

Section Evaluation

		Final Rating
Meets the Standard	Rhonda Stephanik, 11/26/19	Meets the Standard
Meets the Standard	Jill Young, 11/27/19	

A. What is the school's mission?

The mission of Ascend Career Academy is to serve those students who require a different academic challenge, less focused on a formal school environment, in order to ensure that each participant recognizes the value of dignity, discipline, responsibility and high expectations as they pursue their school diploma and life's ambition.

B. Identify if the charter school is achieving or making significant progress towards achieving the school/mission-specific goals as defined in the charter school's agreement.

Ascend Career Academy has made significant progress toward achieving the school's mission. Since the school's inception, enrollment has grown at a steady pace with assistance from the Charter School Program (CSP) Grant. Ascend utilized funding from the grant to advertise in social media and in local print media in the first two years. The school provides a safe and welcoming environment to those students, who for various reasons, have not or were not able to be successful in a more traditional school setting. This alternative environment stresses what students need to know and are expected to learn. Students are treated with respect and are taught the values of good citizenship.

Ascend strives to help each student earn his/her high school diploma. Since its inception, Ascend's graduation rate has steadily grown. For the past two years, the graduation rate has been 37.1% (the highest amongst comparable schools). The school will continue to implement various actions steps to increase the number of students who receive a high school diploma.

Students at Ascend are exposed to successful career pathways that provide them with skills necessary to enter the workforce or to further their education. The students at Ascend are given the opportunity to earn certification through the CTE classes through the Microsoft Office Certification Program. All students are required to take Financial Literacy; they are taught how to make informed financial decisions as responsible citizens. In addition, Ascend Career Academy

also promotes and highly encourages continuing education. The school partners with Broward College in efforts to aid students in navigating, as well as, clarify any misunderstandings about the post-secondary process. Representatives from the college visit Ascend multiple times each year and hold different sessions on topics to include college courses, college application process, financial aid, and career choices/outlook.

All students review their anticipated progress in their orientation visit with the Guidance Director and are provided with an engaging standards-based blended curriculum that allows them to actively participate and perform well. In addition to the career focused classes, students are provided with a wealth of post-secondary options. The students at Ascend are given opportunities to succeed, they are not judged because of their past academic history. Instead, the school focuses on helping students build self-worth and self-esteem, recover their credits for graduation and aid in the attainment of a high school diploma. Students build resumes and are coached for interview skills. They also are required to take a financial literacy elective class to prepare them for their post-graduate life choices. The school is now pursuing industry certification classes that will result in Microsoft certification.

- **If the charter school is not making significant progress towards these goals, explain the plan that the charter school will implement to achieve the school/mission-specific goals.**

Many students come to Ascend with significant life issues that interfere with academic progress. We welcome single teen parents, students who are supporting their extended families, students who are living independently of their biological parents, and students who have experienced significant loss from the death of family/friends and/or incarceration of loved ones. Moreover, most students are lacking significant credits earned and important foundational skills in reading and mathematics, as a result, the amount of time required to move students has become considerably longer than initially anticipated. However, when adjusting for these deficits, the results are most promising – especially in the area of graduation rate. To this end, the school has initiated more face-to-face courses, extended learning opportunities beyond the school day and specific, skill-development software

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Attachments

Section 2: MISSION-SPECIFIC ACCOUNTABILITY

– No Attachments –

3. EDUCATIONAL PROGRAM IMPLEMENTATION

Section Evaluation

	Final Rating
Does Not Meet the Standard Matt Schroeder, 11/13/19	
Partially Meets the Standard Brian King, 11/13/19	Partially Meets the Standard
Does Not Meet the Standard Donna Haynes, 11/18/19	
Meets the Standard Allisyn Axelrod, 11/21/19	
Meets the Standard Kim Punzi-Elabiary, 11/21/19	
Meets the Standard Laurie Steinberg, 11/21/19	
Partially Meets the Standard Celia Jimenez, 11/22/19	
Meets the Standard David Shelley, 11/25/19	
Meets the Standard Celina Chavez, 11/25/19	
Partially Meets the Standard Louise Ball, 11/25/19	
Partially Meets the Standard Marilyn Johnson, 11/26/19	
Partially Meets the Standard Hanne Rega, 11/26/19	
Meets the Standard Detra Adams, 11/26/19	

A. Explain how the charter school is implementing its mission as defined in the charter school's agreement.

The mission of Ascend Career Academy is to serve those students who require a different academic challenge, less focused on a formal school environment, in order to ensure that each participant recognizes the value of dignity, discipline, responsibility and high expectations as they pursue their school diploma and life's ambition.

Ascend Career Academy's faculty and staff work as a collaborative team in order to meet the individual and diverse needs of all our students. Each student at the school is treated as an individual and taught as an individual. Ascend is not your typical high school. In addition to providing an engaging curriculum, the school prides itself on the focus it provides to the

social/emotional well-being of all students. From the initial orientation with the Guidance Director to the scheduled mental health intake assessment with a trained mental health counselor, students are monitored in a formal RTI process and through informal check in the classrooms each day. Any indicators that a student may be in distress are immediately conveyed to counselors or administrators. All students know that they are expected to do well and more importantly, all students know that there is always someone at the school who is always willing to assist. The students are taught in a “home-like” setting where they can learn according to their own unique learning styles.

The school environment is especially secure providing the students with a strong element of safety. Negative behaviors and bullying are not tolerated. The school stresses individual differences and acceptance of others. It is important for students to realize that this is not a typical school environment. Rather, students can obtain as much or as little support as needed to help them succeed academically, socially or emotionally. The focus is as much on personal growth as it is on their educational growth.

Over the past five years, there have been significant changes in the way student progress has been monitored and evaluated. Many of the elements identified in the original charter application have been modified or eliminated through both State and Federal Legislation. However, the types of students that Ascend attracts, their problems, shortcomings and struggles remain a constant – as does their goal of receiving a high school diploma. Moreover, as with many educational models and pedagogy, there is no one solution for every student. Ascend continues to review and revise its curricula, methodologies and interventions to best meet the very diverse needs of its students.

- **If the charter school has been designated a state-mandated School Improvement Plan (SIP) school, explain how it plans to meet the goals stated in the approved SIP.**

As a SIR school, Ascend does not fall under this state requirement

B. Explain how the school is successfully implementing research-based curriculum and instructional strategies as defined in the charter school’s contract.

Ascend Career Academy has been successfully implementing research-based curriculum and instructional strategies that prepare students to achieve the Florida State Standards. Ascend follows the Student Progression Plan of the School Board of Broward County (SBBC) which is consistent with the provisions of the Florida Statutes inclusive of, but not limited to, required curriculum, instruction, assessment, college readiness and graduation. The policy also incorporates all State Standards as referenced in the Florida Statutes, including the Multi-Tiered System of Supports/Response to Intervention (MTSS/RTI) program that provides intervening services to students who may be struggling or who may have difficulties.

Each student at Ascend Career Charter High School is provided with his/her own laptop. The student is permitted to keep the laptop for the entire school year. This is extremely important for the program and type of student we serve. Having the flexibility to continue working when school is not in session is most valuable for those needing additional time, or for those with a desire to complete the work at a faster pace. Ascend employs a blended learning educational model which is student centered and where the teacher utilizes a variety of research-based methods to help the students learn based according to their individual styles and needs.

Ascend Career Academy has chosen to implement the State-approved Broward County Public Schools - K-12 Comprehensive Research-Based Reading Plan (CRRP). The CRRP will provide teachers a systemic framework for literacy instruction, and will assist all departments in focusing on the teaching of reading and writing throughout each content area of the curriculum. Additionally, it provides core and supplemental reading intervention programming for every

student who is reading below grade level. Many of Ascend's students require additional support in the area of reading. This is provided by a Florida-certified, reading teacher who delivers lessons face-to-face during the school day or through after school tutorials. This allows students a good deal of flexibility while addressing this critical, foundational skill. Additionally, research has shown that it is not the specific reading program, but the certainty of reading time with appropriate guidance that promotes a solid foundation at the secondary level (Ivey and Broaddus, 2000). The research indicates that this is accomplished by (a) moving independent reading to the forefront of instruction, (b) providing access to varied reading materials, (c) approaching reading instruction as a developmental process, and (d) learning about individual students as readers and writers. Optimally, this should be implemented with consistency throughout the year, with the available reading materials that include nonfiction works addressing areas of student interest. In the case of Ascend, this will take the form of specific, career pathway information.

Ascend will be expanding its review of both the school's face-to-face mathematics program along with the that of the APEX program for alignment with the National Council of Teachers of Mathematics (NCTM) Focus in High School Mathematics: Reasoning and Sense Making Curriculum and locally employing State of Florida certified mathematics teachers. This is especially relevant in preparing students to face the economic and workforce challenges of an increasingly global, technological society by helping them apply mathematics in a variety of contexts, including their future lives as responsible citizens. Ascend supports the NCTM's belief that in order for students to receive a high quality mathematics education, they must understand the need for mathematics in everyday life. In addition, the school continues to place teachers who, besides being content experts, are also able to make the connection between the mathematics content and process standards within the curriculum. Moreover, proper delivery of instruction drives academic success when teachers know the learners, know their resources, and are aware of the strategies needed to improve student learning.

Ascend has also horizontally aligned courses to capitalize on opportunities to cross connect core curricular elements and enhance the learning experience with a real world approach designed to help motivate students and promote a stronger career focus. By integrating the practices of Understanding by Design, High Schools that Work, Differentiated Instruction, and several of the other tenets of the Ascend approach, students will be able to develop interdisciplinary, individualized, and career-based projects to demonstrate mastery of Florida and Next Generation Standards.

- **Provide grade-level specifics for K-2, 3-5, 6-8, and 9-12 for curriculum implementation and progress monitoring, as applicable to the charter school's grade levels served. Include a separate explanation for ELA and Intensive Reading at the secondary level, if applicable.**

Apex Learning

Ascend uses State approved Apex Learning courses to serve as the primary curriculum for mathematics, social studies, and science. Aligned to the Florida State Standards, each Apex Learning course is a complete course of study with depth of instruction and integrated formative and summative assessment. After completing each course, the student is prepared to take the end of course exam and/or the associated state assessment.

Critical thinking, problem solving, and questioning are integrated into all courses to support engagement and active learning. Students observe, inquire, confirm, connect, and create as they organize information and build knowledge in Apex Learning lessons. There are frequent opportunities to check one's understanding, empowering the learner to look back or ahead and control their own progress.

Each Apex Learning course is carefully crafted with a predictable, consistent, and coherent unit-lesson-activity structure to facilitate use by teachers and support for learners. This clearly presented content is helpful for adolescent learners. Objectives are presented in ways that tap the interests of learners and effectively use technology to involve and challenge. Heeding research on active learning, anticipatory frames focus students on what they need to know and do in the units and lessons. “Big questions” and conceptual frames trigger students’ curiosity and elicit their initial thoughts about the principal ideas. Not only do students anticipate what is coming and what is expected of them, but with the digital platform, the objectives also remain transparent, a click away wherever students are in the lessons. Having a window on the overall learning process improves students’ progress toward the goals.

Direct instruction components in Apex Learning lessons often lead with real-world examples and with challenging questions to make the content inviting and relevant for adolescents. As students learn academic content with Apex Learning digital curriculum, they are supported with scaffolded instruction that effectively uses research-based reading and comprehension strategies—including questioning, advance organizers, summarizing, and note taking—with instructional supports available as needed to provide extra support. These active reading strategies deepen connectedness of text both online and in print.

The presentation of information in Apex Learning is constructed to reduce extraneous process and promote student learning. It begins with consistent navigation throughout Apex Learning Courses and Adaptive Tutorials. Using the table of contents, it is easy for students to select and see the corresponding content. Content is carefully presented so that students have appropriate access to multimodal information without being overwhelmed, and the conversational voice of the instruction stimulates learning. Throughout activities there is a balanced mix of reading, observing, listening, watching, and doing, where effective use of text, pictures, audio, video, and interaction capture and keep learners’ interest. Multiple modes of media are used in activities to deepen understanding of complex information and challenging concepts. For example, with the digital curriculum, students studying biology can learn the concept of population growth by viewing a short video on how populations use resources. They can learn about the same concept by reading illustrated text on how the human population is expanding. They can also change variables in a simulation of carrying capacity in which the consequences of population growth become immediately visible. And they can listen to audio on how technology is being used to meet population challenges—all while taking notes in a graphic organizer. Students are never presented with a long video or text passage, and they are never presented with media without an opportunity to respond to it with something other than a quiz. In this active online learning environment, deep understanding results from the range and diversity of experiences students have with content. Persistence and resiliency result from encouragement, formative feedback, and steady reminders to use all the resources at hand to solve a problem rather than walk away from it.

Apex Learning has taken special care to present all content in small “chunks”—in learner-paced segments rather than being presented in one continuous stream—with limited content on one page of instruction. This supports research on both processing of information and student engagement. Within these small segments, prompts and interactive exercises give students frequent opportunities to check their understanding and apply what they learn.

Constructive practice is a key element of Apex Learning digital curriculum. Practice follows direct instruction, so students are familiar with the skill and practice is effective. Practice segments are directly related to the instruction provided and allow students to apply learning and thinking skills obtained in the instruction. Practice occurs frequently throughout the digital curriculum; it is not reserved for the end of a large segment of instruction. Both computer-scored and teacher-scored

practice opportunities are woven throughout the curriculum. Students are provided with immediate feedback that provides direction and corrections, not just recognition of the correctness/incorrectness of the response.

Apex Learning embeds scaffolding in the structure of its digital curriculum to serve as a bridge that builds upon what students already know to help them arrive at something they do not know (new learning). Apex Learning digital curriculum includes both strategic scaffolds aimed at increasing the comprehension capacity of learners and adaptive scaffolds which are changes to content or texts that make them more accessible

Apex Learning provides supports that students opt into (choose to activate or use) as they need them, such as linked vocabulary or support cards. In addition, tools provide digital, interactive versions of common offline tools and manipulatives. This includes resources such as math manipulatives and simulations of processes and procedures.

The supports and tools differentiate instruction: more advanced students can accelerate through instructional content, while proficient students can make less frequent use of scaffolds and supports. Struggling students can access as often and as many times as needed.

Additional support for struggling students is built into all Apex courses. Scaffolding delivers instruction in manageable chunks that gradually build knowledge, while supports and interactive tools provide opt-in support as students need it.

Apex Learning provides:

Embedded Scaffolding	Enhanced Support	Interactive Tools
Small Instructional Segments	Text -to-speech	Close reading activities
Formative assessment and correction	Text translation	Writing generator
Multi-media presentations	Transcripts	Graphing tool
Graphic Organizers	Closed captioning	Simulations
Contextual rollovers	Study guides	Manipulatives

Since Ascend delivers a more blended model of instruction, students will take part in face-to-face classes in addition to the Apex, online delivery. In some cases, students participate in extended

learning in which an onsite classroom teacher helps to provide additional support, tutoring and instruction in those areas found by some students to be especially difficult.

The blended learning model at Ascend allows the students to have more flexibility, as well as, a more personalized learning experience. The teachers work with students in small groups or one-on-one in order to meet their specific needs. The blended learning will look different in each class at Ascend. In one class, students might rotate in small groups or one-by one through a teacher led instruction and other activities. In other classes, students will be engaged in project-based learning, while others might work individually on their APEX curriculum.

Mathematics

The Mathematics curriculum is aligned with the Next Generation Sunshine State Standards (NGSSS) and the Florida Standards. Students are required to take 3 courses of Mathematics, one of which must be Algebra 1, Algebra 1 Honors, Algebra 2, Algebra 2 Honors, Algebra 1-A, Algebra 1-B, Math For College Readiness, Advanced Placement Calculus, Pre-Calculus Honors, Geometry, Geometry Honors, Liberal Arts Mathematics 1, Liberal Arts Mathematics 2 and Advanced Placement Statistics. Teachers use manipulative based activities, models, pictures and symbols to communicate mathematical ideas and demonstrate applications.

Ascend Career Academy follows the principles of the National Council of Teachers of Mathematics (NCTM). According to the National Council of Teachers of Mathematics, reasoning and sense making are the foundations for the processes of mathematics-problem solving, reasoning and proof, connections, communication, and representation. When solving math problems, our students at Ascend are taught to organize their reasoning habits into four categories:

- Analyzing a problem
- Implementing a strategy
- Seeking and using connection
- Reflecting on a solution

Science

The Science curriculum is aligned with the Next Generation Sunshine State Standards (NGSSS)/Florida Standards. Students are required to take 3 courses of Science one of which must be Biology 1. The other Science courses offered are Biology Honors, Advanced Placement Biology, Earth Space and Science, Environmental Science, Advanced Placement Science, Physical Science, Physical Science Honors, Chemistry 1, Chemistry 1 Honors, Advanced Placement Chemistry, and Physics 1. Teachers include a combination of direct and inquiry-based, as well as, hands-on learning. Teaching strategies also emphasize active learning, both individually and in groups. Students are introduced to problem solving, communication and reasoning through experiments, modeling, investigations, and real-world STEM applications.

Social Studies

The Social Studies curriculum is aligned with the Florida Standards. Students are required to successfully complete 3 credits of Social Studies. The courses offered are US History, US History Honors, Advanced Placement US History, Economics with Financial Literacy, Advanced Placement Macro Economics, Personal Financial Literacy, US Government, US Government Honors, Advanced US Government and Politics, Psychology, Advanced Placement Psychology, Sociology, World History, World History Honors, and Advanced Placement World History. In Social Studies, teachers create additional thematic units that address the key areas of the

curriculum. Some of the topics addressed are African American History, The Holocaust, The Hispanic Contributions to the United States, The Women's Contributions to the United States, The Veterans Contributions and Recognition, Freedom Week and Disability History and Awareness. Through interdisciplinary instruction, ACA teachers implement guided/independent writing activities with a focus on the comprehension of social studies concepts. These concepts are further explored through debate which helps students to strengthen their research and public speaking skills.

Reading

Ascend Career Academy participates in the State-Approved School Board of Broward County, Florida K-12 Comprehensive Research-Based Reading Plan. Students are placed according to the District's placement chart. The primary resource is the Hampton Brown Edge Levels B and C. All students who score a level 1 or 2 on the FSA ELA are placed in an Intensive Reading class until they have successfully passed the state assessment. The most intensive 9th and 10th graders who have significant intervention needs in phonics are placed in Just Words and Hampton Brown Edge Level B. Supplemental instruction is provided by Townsend Press Ten Steps to Improving College Readiness Skills and Ten Steps to Advancing College Reading Skills. Teachers also use approved additional such as CPalms, NewsEla and Commonlit to supplement instruction and engage the students. All resources are aligned to the Florida Standards. In addition to daily formative assessments, progress monitoring is conducted through the Florida Assessments for Instruction in Reading (FAIR) is administered 3 times per year.

Career and Technical Education

For the first two years of operation, Ascend Career Academy offered seven career pathways through Smart Horizon Online. The courses offered were:

- Child Care and Education

The certificate program in Child Care & Education teaches and prepares students to obtain the national Child Development Associate (CDA) certification and

employment as a childcare worker.

- Office Management

The certificate program in Office Management prepares students for successful careers as Office Managers, Receptionists, Data Input Specialists, Customer Service Representatives, and more.

- Homeland Security

The certificate program in Homeland Security teaches and prepares students to obtain entry-level employment as the following: Security Officer, Compliance Inspector and Baggage Screener.

- Certified Transportation Services

Teaches and prepares students to obtain a Commercial Drivers License (CDL) and employment as a truck driver and/or commercial driver

- Certified Protection Officer

Program teaches and prepares students to obtain a Certified Protection Officer (CPO) certificate and employment as a security guard and/or a protection officer

- **Retail Customer Service Skills**

This is an excellent option for those already working in a retail environment who want to advance in their careers, or for those interested in starting new retail jobs. The program emphasizes customer service skills that can be applied in a wide variety of retail settings.

- **Food and Customer Service Skills**

Prepares students for careers in food services, restaurants, and the hospitality industry. This is an excellent option for those already working in a food services environment who want to apply for management positions, or for those interested in starting new careers.

In the third year of operation, Ascend Career Academy transitioned from Smart Horizon Online to provide the school's career and technical curriculum. A new partnership was developed with Goodheart-Willcox. Goodheart-Willcox focuses exclusively on career and technical education (CTE). The exploratory pathways offered through Goodheart-Willcox are:

- **Financial Literacy** provides a comprehensive framework for learning about personal financial literacy. By completing this course, students will learn how to make wise financial decisions that will help them lead a productive life and achieve financial security. College and Career Readiness activities for reading, writing, speaking, and listening are practiced. College and Career Readiness Portfolio activities provide students an opportunity to create a personal portfolio for use when exploring volunteer, education and training, or career opportunities.
- **Hospitality Services** introduces students to the five segments of the hospitality industry—food and beverage, lodging, travel, tourism, and recreation. The business aspects of these areas are covered, including hospitality management, human resources, accounting, sales, and marketing. Additionally, the roles, responsibilities, and required skills of individuals choosing hospitality as a career path are included.
- **Marketing Dynamics** provides a comprehensive framework to learn about the concepts of marketing. It includes a well-rounded introduction to the four Ps—product, price, place, and promotion. Other essential topics, such as marketing research and target market identification, are also covered. A part of the course on soft skills focuses on interpersonal skills needed for the workplace. The Building the Marketing Plan project at the end of each unit provides a hands-on learning experience that builds throughout the text. In addition, a full Marketing Plan Template is provided on the Companion Website. DECA Emerging Leaders activities provide first-hand opportunities for students to prepare for college and careers. Portfolio development activities guide students to create a personal portfolio for use when exploring volunteer, education and training, or career opportunities. The correlation of Marketing Dynamics to the standards, objectives, and indicators for the Precision Exams Introduction to Marketing, Marketing I, and Marketing II exams prepares students to earn a Career Skills™ Certificate upon completion of the course.
- **Principles of Information Technology** affords an opportunity to build and refine knowledge and skills in the IT world. The course is laid out in a logical, conceptual progression. The student begins by learning about the basic ins and outs of information technology, progresses to applications that will likely be used in the workplace, and finishes by learning about the interconnectivity that runs in daily life.

This course will help students prepare for taking the Certiport IC3 Digital Literacy Certification exams. IC3 Digital Literacy Certification is a well-respected and internationally

recognized credential. The three areas of IC3 certification are Computing Fundamentals, Key Applications, and Living Online. For more information on IC3 certification, please visit Certiport at www.certiport.com.

- **Teaching** helps students, the teachers of tomorrow, explore the world of education. Besides investigating teaching as a profession, students will develop an understanding of the different types of learners they will encounter in the classroom. This includes how humans develop physically, intellectually, emotionally, and socially as all of these impacts the instructional methods used. The educational system, both past and present, is reviewed along with the responsibilities that come with employment. Students receive a full introduction to the role and duties of a teacher, including planning, instructional methods, assessment, and classroom management. Activities guide students in creating their own portfolios comprised of lesson plans, classroom rule sets, and other teaching-related materials.
- **Video Game Design** provides all the resources needed for the classroom. Access to easy-to-use game engine software is available with the Software Design Guide, and a detailed scope and activity sequence chart is included in the teaching package. Aligning with the International Game Developers Association (IGDA)–recommended educational framework, lessons provide a top-level overview of the video game design process, from the beginning of the game build to the sales and marketing of the final product. STEM, college and career readiness, and Career and Technical Student Organization event preparation activities are included.

While marketing and financial literacy span a great number of possible career options for students not yet sure of what they eventually would like to do, options like information technology and video game design offer students opportunities to earn industry certification while still in high school. These courses are aligned with Florida’s CTE Standards and benchmarks.

Ascend Academy discontinued use of Smart Horizons and the seven career paths offered through their online curriculum due, primarily, to lack of student interest and the extraordinary high cost of participation in the Smart Horizon Program. The number of potential participants was negatively impacted by a curriculum that limited participation to upperclassmen via a minimum age requirement. Participation was further impacted by their status as an at-risk population of upperclassmen, many of whom came to us looking for credit recovery and therefore prioritized fulfilling graduation requirements over elective credits.

C. Explain how the charter school is implementing demonstrably effective instructional strategies that support struggling students’ ability to achieve grade level proficiency.

Ascend Career Academy continuously implements demonstrably effective instructional strategies that support struggling students’ ability to achieve grade level proficiency. Some of the operational approaches include:

- Home-room period each first period of the day. Additional time is provided for grades check, discussions, and building social/emotional relationships.
- Individual data chat sheets, which summarize student performance, attendance and other key factors used as the underpinnings for student/mentor conversations.
- Small group instruction and remediation
- Differentiated instruction

Each student before receiving a schedule meets with the Guidance Director. Together, the student, parent and the Guidance Director will create an educational/graduation plan for the student. This will serve as a “road map” for the student to follow. It also serves as motivation

because the student will see that graduation is possible. The school environment is more like a college campus than a high school, allowing students to experience engaging and comfortable surroundings.

Ascend has an onsite a Crisis Intervention Counselor to assist the students with their social/emotional needs. The Crisis Intervention Counselor conducts face-to-face assessments with students as soon as they register and are given a schedule at the school. Based on the results of the assessment, the counselor then helps the students to cope with their situations, through a series of counseling sessions. After assessing a student's need, at times, it may be necessary for Ascend's Crisis Intervention Counselor to refer the student and/or parent(s) to appropriate community resources for continued assistance.

The following instructional practices and routines ensure that instruction and intervention efforts are based on the research-based practices and interventions proven to be effective with struggling adolescent learners and aligned with the most recent reliable and valid assessment data.

- Literacy strategies are infused into all content areas. Standards-based instruction is aligned with the Florida and Next Generation State Standards and those for college and career readiness. Schools identify secondary benchmarks and college and career readiness standards based on their student data and specific needs and organize these on a school-based Instructional Focus Calendar for reading across the content areas.
- Teachers explicitly instruct and model strategies for effectively reading increasingly challenging and complex science, social studies, and technical informational texts, and provide students multiple opportunities to apply literacy strategies through guided and independent reading.
- Teachers embed standards instruction within the curriculum, avoiding isolated delivery of "FSA Prep." Assessment is formative and includes text-dependent questions with rigorous, complex tasks.
- Teaching and learning help students find personal meaning and purpose in literacy learning activities by viewing literacy as a social act, to be used for problem-solving and decision-making required for responsible citizenship, life-long learning, college and career. Students use literacy experiences as opportunities to explore personal interests, read widely for a variety of purposes including reading for enjoyment, for gathering information, to complete authentic, real-world tasks, and solve problems. Instruction should help students become comfortable with a variety of written forms and genres and recognize that literacy is essential for lifelong learning and citizenship in a global society.
- Academic learning time ("Bell-to-Bell" instruction) is both engaging and motivating, and includes daily reading, writing, speaking, listening, and language activities across all content areas, in every classroom, not just teachers assigning work. Teachers create literacy/print-rich learning environments with varied informational (content area) and literary text resources, across a range of reading levels that are increasingly challenging and complex.
- Daily onsite instruction includes "think-aloud," or mental modeling in which the teacher foresees the challenges that students will have unlocking the text before, during, and after reading and the teacher models the critical thinking process used to overcome those challenges.
- Teachers listen to students read and think aloud to make visible the processes students use in their heads to bring meaning to text so that teachers can appropriately diagnose specific challenges and areas of difficulty.
- Teachers across all content areas provide all students, including striving readers, with instruction that is immersed in rich, deep, and complex literary and informational texts.
- Teachers provide daily opportunities to engage students in oral language activities where verbalization is used to develop word knowledge, language skills, and reflection on meaning through class discussions, interactive read-aloud, teacher read/think-aloud, and/or peer

interactions.

- Teachers vary strategies used to motivate learners and adjust instruction to meet the individual, differentiated needs of students.
- Teachers provide both direct (explicit) and indirect (implicit) instruction daily to support vocabulary development through wide and extensive independent reading to expand word knowledge, instruction in specific content words to enhance comprehension of texts containing targeted words, instruction in independent word-learning strategies (word structure, roots and affixes, or using context to determine meanings), word consciousness and word-play activities to motivate and enhance learning.
- Teachers use varied structures for independent, cooperative, and collaborative instruction including whole group, small group, student pairs, and one-on-one settings.
- Teachers facilitate instruction that is student-centered rather than teacher-centered, to help build engagement and involve more students actively in learning.
- Teachers incorporate graphic organizers into literacy experiences to demonstrate visual representations of relationships and make connections between knowledge, concepts, and/or ideas. Graphic organizers help students to remember and retrieve critical information, to think more deeply about text, recognize the structure and patterns of text, and build vocabulary knowledge and comprehension.
- Teachers provide daily opportunities for students to generate and answer their own text-dependent questions, assume responsibility for learning, clarify information, and infer beyond literal interpretations of the text.
- Teachers help students develop comprehension-monitoring and “fix-up” strategies when students experience difficulty with complex text. Comprehension monitoring strategies help students visualize, stay focused, make inferences, and remember what they read. Examples of self-monitoring and “fix-up” strategies include using sticky notes, margin notes, or text coding, making connections to and among texts, activating prior knowledge, making predictions, asking and answering questions, adjusting reading rate for understanding, visualizing, summarizing and retelling, identifying text patterns and structure, and looking for clues in conventions of print.

Ascend also employs its standards-aligned, educational software and technology support designed to provide teachers with options for blended instruction and students with guided instruction and remediation, research capabilities and/or enrichment options.

D. Identify how the charter school competently uses qualitative and quantitative data to inform and guide instructional planning and practice aligned with Florida Standards as well as Next Generation Sunshine State Standards.

Ascend uses a combination of both qualitative and quantitative data to inform and guide instructional planning. The use of qualitative data provides the staff with invaluable information from all stakeholders (teachers, students, families, community members). For example, the data collected from an exit slips at the end of a lesson can help to change the performance task(s) associated with that lesson. The data may also provide valuable information regarding the students' level of understanding; this will in turn guide the teacher's approach and aid in differentiated instruction. The quantitative data or the test scores received at the end of the year definitively impacts the instructional planning. Incoming data from former schools are utilized for placement, and recommended strategies are communicated to teachers, especially for ESE students, in consideration of their IEP's. For students who lack incoming data, assessments are provided by teachers to ascertain skill levels in subject areas. After careful and thorough analysis of the data, the school is better prepared to make decisions and changes. The use of the qualitative and quantitative data is crucial for continuous improvement.

Because of the student population quantitative data research is difficult to use when directing programs at the school. In order to circumvent this issue, the administration engages the teachers

in weekly sessions that pinpoint student progress or lack thereof. The ILP is monitored weekly in the homeroom class and interventions are put into place as soon as academic performance begins to falter.

E. Explain how the charter school provides effective services for exceptional students (SWD and Gifted) as defined in the charter school's agreement and as required by applicable law. The charter school should provide assurance of charter school and Sponsor collaboration and the adherence to local guidelines for exceptional students (SWD and Gifted). An On-Site Programmatic Review and/or Desktop Review will be conducted.

- **Describe the IEP process for SWDs for present level development, prioritization of educational needs, and annual goals.**

Students with disabilities are guaranteed a free appropriate public education at Ascend. During an IEP meeting, matters regarding the student's well-being are discussed and documented. The present level of development describes what the student can do and what he/she struggles with in academic subjects and functional skills. The prioritization of education needs are the area(s) where the student may be experiencing some difficulties. Annual goals are written to help the student improve in those areas (academically, behaviorally and socially). These goals are reasonable, measurable and specific. Every decision that is made during an IEP meeting at Ascend Career Academy is a team decision and is made with the student's best interests in mind. Adult students are invited and encouraged to be a part of the IEP team. Ascend serves the highest number of SWDs among comparable charter schools. In reviewing the most recent data on the DOE's Edu-Portal, for which there was a sufficient subgroup size, Ascend's SWDs documented a learning gap of only 9% in ELA and 6% in Social Studies compared with non-SWDs. This was significantly lower than the District gap of 35% and 31% and the State gap 38% and 34% respectively.

- **Describe the EP process for Gifted students for present level development, prioritization of educational needs, and annual goals.**

An Educational Plan (EP) is a plan for Gifted students that shows the student's areas of strengths. It may also reflect areas of weakness in the Independent Functioning and Social/Emotional areas; these areas sometimes act as barriers that prevent the student from reaching his/her goal in a timely manner. An EP may be written for 2 years; however, if it has a Social/Emotional goal, then it can only be in effect for a period of 1 year.

When a student transitions from middle school to Ascend Career Academy, a new EP is generated. All EP goals are:

- Individualized
- Measurable
- Observable

Parents are always invited and highly encouraged to participate in the meetings. Teachers and the Support Facilitator will prepare by collecting information and data prior to the EP meeting. Progress reports are delivered on a quarterly basis. Portfolios are kept and services are documented.

At the present time, Ascend does not serve any students that would require an EP. However, the school with its educational options and flexible scheduling can easily accommodate a gifted student offering a variety of accelerated options via its online and

face-to-face coursework.

If Ascend were to receive a gifted student a staff member would be willing to engage in a gifted certification course.

- **Describe the program's services and supports for SWD including supplemental aids and accommodations.**

Ascend Career Academy has an ESE Support Facilitator who provides all services and supports to the students with disabilities (SWD) as per their IEPs. The school also employs a Speech Language Pathologist, who provides speech and language services to the students as stated in their IEPs. The Support Facilitator, along with the ESE Specialist, provides support and ongoing training to the staff. Documentation of services are logged in Easy IEP. Teachers also keep a record of accommodations and since the size of the school and the faculty are most reasonable, students are not overlooked. Rather, students are easily identifiable, and their needs known by all or most of the staff.

- **Describe the school's Gifted program and the services provided. If the school does not currently serve Gifted students, what would that program look like?**

The school's Gifted program is the model where there is consultation and collaboration between the student and a gifted endorsed teacher. The student would be placed in a rigorous education program and the consultation would occur at least 2 times per month. The Gifted program at Ascend includes, but is not limited to differentiation, acceleration and enrichment. There are currently no gifted students registered at Ascend.

- **Describe the testing plan and progress monitoring plan for SWDs.**

Students with disabilities are assessed and provided with all accommodations as stated in their IEPs. They are tested with an ESE certified teacher. Data is collected and progress reports are generated and sent to parents each quarter with report cards.

F. Explain how the charter school implements effective programs and services to meet the needs of English Language Learners as defined in the charter school's contract and as required by applicable laws. An On-Site Programmatic Review and/or Desktop Review will be conducted.

Ascend Career Academy's ESOL Program was developed and the services are provided according to the assurances and agreements set forth in the Multicultural Education Training and Advocacy META Consent Decree.

- **What is the school's plan for identifying, placing and scheduling ELLs?**

Students are first identified when on the Home Language Survey (HLS) which is a part of the initial registration form for the school. The HLS has 3 questions and if the student's parent/guardian answers "yes" to any of the question, the student will be given the English Language Proficiency Assessment by the ESOL Contact. After the assessment, the student will be issued a classification based on the assessment results. The Guidance Director will then conduct a programmatic assessment, which consists of a review of the student's background. For students who are from another country the Guidance Director will use The Foreign Educational Systems: A Guide for the Placement of Foreign-Born Students to aid with placement and scheduling. The parent is notified, and an ELL Plan is created. Teachers are issued a copy of the plan and they are also trained on the plan. The plan is monitored on a regular basis. The present group of ELL students is 17 students, and the number of

ELL students has not had a significant impact on the school, since they presently represent less than 8% of our population.

- **Describe how the school has and will continue to comply with the state-approved district ELL Plan?**

The school ensures that it provides services in accordance with the District's ELL Plan, as well as, The Florida Department of Education. The school's ESOL contact attends all District trainings and professional development meetings.

- **Describe how the school provides and will continue to provide equal access to instructional and categorical programs regardless of proficiency level.**

Based upon the size of the school and corresponding subgroup, Ascend will continue to utilize the Mainstream/Inclusion model and utilize research based ESOL strategies. Many of the school's current teachers have their ESOL endorsement, which is a great advantage. The ESOL contact will continue to attend professional development trainings and share best practices with the staff. Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

G. Explain the school's current process for MTSS/Rtl, specifically with documentation of progress monitoring and the assessments used.

Ascend Career Academy is committed to providing high quality instruction and support to promote the highest achievement of all students. At the school level, the Multi-Tiered System of Supports (MTSS) is a framework used to maximize the success of all students.

- **Describe the charter school's collaborative problem-solving team (CPST).**

The school's collaborative problem-solving team members (CPST) are:

Principal

Assistant Principal

RTI Coordinator

Guidance Director

Reading Teacher

Reading Teacher

English Teacher

Mathematics Teacher

Mathematics Teacher

Science Teacher

Social Studies Teacher

Spanish Teacher

Art Teacher

Career Education Teacher

Crisis Intervention Counselor

An example of how the Collaborative Problem Solving Team (CPST) would function as part of the MTSS/RTI process is when targeted supplemental instruction does not yield desired results, the school will use the collaborative problem-solving approach to identify more targeted interventions for Tier 3 students following Florida's Formula for Effective and Powerful Instruction. This may include additional instruction through extended learning opportunities, push-in or pull out tutoring, or a change in the focus, format, frequency and/or size of the instructional group to best meet the Tier 3 student's specific learning needs.

- **How does the charter school encourage and document parent participation during the Rtl process?**

The school supports and encourages parent participation in the Rtl process at all times. As soon as a student is identified, his/her parent is notified. Parents are invited to attend meetings and input is requested in order to support the student. During the intervention process, teachers and facilitators communicate with parents to keep them updated.

- **Describe the charter school's data analysis process for all tiered interventions.**

Ascend Career Academy ensures that throughout the problem-solving process, decisions are made based on various types of data. The school follows the guidelines as set by Broward County Public Schools.

Tier 1

If there is a concern (behavior or academic), the teacher will evaluate the issue to ensure that the current Tier 1 supports are effective and that a when compared to peers, a similar issue is not occurring.

The teacher will collaborate with other staff members to identify and implement other strategies.

The Collaborative Problem-Solving Team will meet and discuss any areas of concerns that may be impeding the student's progress.

If the issue continues, the teacher will recommend Tier 2 interventions and the parent will be notified.

Tier 2

A plan in which additional supports are given to the student is implemented and progress is monitored.

- The team will meet and discuss the interventions and the student's progress. Data is collected, graphed and analyzed.
- If progress is being made, then the interventions will continue until no longer needed.

- If progress is not being made, then the team will identify new interventions.
- The team will meet and discuss the student’s progress.

Tier 3

- If the student continues to not make progress, then he/she will move to Tier 3.
- The team will meet and discuss the interventions and the student’s progress. Data is collected, graphed and analyzed.
- If progress is being made, then the interventions will continue until no longer needed.
- If progress is not being made, then the team will identify new interventions.
- The team will meet and discuss the student’s progress.

The team will consult with the ESE Specialist and parents to determine if a referral for Special Education Services is necessary. The parent/guardian is kept informed throughout the entire process.

H. Explain the charter school’s current process to implement an Early Warning System (EWS).

Ascend Career Academy’s program provides ongoing monitoring which continually offers an Early Warning System (EWS) to aid in identifying and supporting the most fragile students it serves. For those students who are experiencing difficulties and who may be at risk for dropping out of school before graduating, the school analyzes the available data through its ILP process and then based on the identified creates various intervention/support tools to aid in getting the students back in a supportive learning environment and on track for graduation. The behavioral EWS is initiated on the student’s first day of school when assessed by a trained mental counselor. The school reviews each student’s behavior in BASIS and the staff has been trained to document any indicators of a student in crisis.

- **Describe how the charter school obtains the data and how often the EWS data is updated to reflect student improvement.**

Ascend Career Academy obtains its data from the SBBC Behavioral and Academic Support Information System (BASIS). According to the Broward County Public Schools website, BASIS is the comprehensive District electronic tool providing ALL the data needed to drive decision-making and instruction in schools. Staff members have been trained on BASIS. The data is updated each quarter.

1st Quarter 2019-2020

Indicators	9th Grade	10th Grade	11th Grade	12th Grade	Totals
Attendance below 90 percent	3	2	3	7	15
One or more suspensions	9	9	4	1	23

Course failure in ELA or Math	6	7	11	26	50
Level 1 on statewide assessment or off-track (progress monitoring)	8	18	18	47	91
Students exhibiting two or more indicators	1	5	4	2	12

- **Provide an in-depth description of the additional interventions provided to students identified on the Early Warning System with a focus on attendance, behavior, Level 1 and 2 students, students performing below grade level, and students exhibiting two or more indicators.**

Due to the nature, prior unsuccessful educational experiences and frustrations of its students, Ascend Academy Charter High School employs various interventions to improve the academic performance of all students. While some students will need more specific and involved interventions, the school, as a whole, is focused on the overall success of each individual. The process is first initiated upon enrollment when each student meets with the guidance director to develop an individual learning plan. This plan is updated on a regular basis to adapt to the student’s needs and is reviewed in depth on an annual basis. With a relatively small school and corresponding faculty and staff, most adults know all of our students. Many know them very well and can alert the appropriate individual when there is any type of outlying behavior or decline in academic progress. To further support this ongoing understanding:

- All teachers conduct weekly data/progress “chats” with their homeroom students to monitor progress
- All core teachers conduct data meetings with all assigned students on a regular basis
- All students participate in a monthly school wide mentoring program
- In addition to the guidance team members, the school employs an onsite Crisis Intervention Counselor to provide students with additional support
- Ascend provides free before and after school tutoring in all subject areas
- If a student is absent for 3 consecutive days or shows an irregular pattern of attendance, the student’s parent/guardian is notified immediately.
- All Ascend faculty and staff adhere to the school’s mission of holding all students to high expectations and believe that all students will and can achieve
- There is constant and regular communication with parents/guardians. Weekly progress reports are emailed to all parents/guardians who provided an email address.

Attachments

Section 3: EDUCATIONAL PROGRAM IMPLEMENTATION

– No Attachments –

FINANCIAL PERFORMANCE

1. FINANCIAL MANAGEMENT

Section Evaluation		Final Rating
Partially Meets the Standard	Reynaldo Tunnermann, 11/14/19	Partially Meets the Standard
Partially Meets the Standard	Lourdes Panizo, 11/19/19	

A. Explain how the charter school implements an effective, detailed system of internal controls over revenues, expenses, and fixed assets, and exercises good business practices.

All revenue coming in and going out from Ascend Academy is closely reviewed and monitored by the principal and the Governing Board Director monthly. All purchases are accounted for by either a signed PO process or administrative signatures/approvals. The Board approves all purchases over \$5000 and monitors actual costs versus projections each month.

An annual projected budget is created each year where all projected revenue is accounted for and each expense is detailed on a specific line item with the proper accounting classification code. Each month actual expenses are reported and compared to the budget in order to ensure financial responsibility

B. Explain how the charter school adheres to general-accepted accounting principles.

All checks require a 2-step process. Confidential secretary processes all invoice and prepares checks. The invoices are then given to the principal for final approval and signature on both check and invoice.

All FF&E inventory and all computer hardware is accounted for on a fixed asset inventory.

Payroll is reviewed by principal and confidential secretary before being submitted electronically through ADP payroll service. All payroll reports are sent to the principal and governing board chair for final approval.

Each year an independent audit is conducted by an outside agency and all information is sent to the district for review, as per State Statute.

C.. Explain how the charter school submits timely and accurate financial information adhering to its financial reporting requirements as defined in the school’s contract.

Monthly reports are created by our CPA and submitted to the district for review. All revenue and expenses are reported in the monthly financial report.

Attachments

Section 1: FINANCIAL MANAGEMENT

– No Attachments –

2. FINANCIAL VIABILITY

Section Evaluation

	Final Rating
Partially Meets the Standard Cecilia Zereceda, 11/21/19	Partially Meets the Standard

A. Explain how the charter school maintains a balanced budget and a positive cash flow.

Ascend Academy currently has a positive cash flow and rolling capital. According to projected budget assumptions, we will also complete the current fiscal year in good standing. We do not foresee any financial hardship if we continue to maintain a conservative budget and proper fiscal responsibility. Our enrollment continues to grow, and we anticipate an increase in revenue as growth continues. We will continue to monitor and reevaluate the budget as needed. Our goal is to continue to accrue a surplus of rolling capital, while growing the school and maintaining a positive expense to revenue.

B. Verify that the charter school's financial obligations are in good standing.

Ascend Career Academy currently has a loan from Alliance MCMLIX. LLC which is in good standing, as evidenced by the attached letter from the Managing Partner.

C. Provide a detailed explanation for the sound and sustainable long-term financial plan for the charter school.

Financial Management

Ascend Charter Academy (ACA) maintains a well-documented and well-organized system of checks and balances to ensure accurate, efficient and effective internal controls, stemming from the table of authorities and protocols put in place from year one of the school's operations. Highlights of the system of controls, implemented and maintained since inception are as follows:

1. A table of limits has been established, ensuring that the Board and Principal approve all expenditures.
2. The annual budget is reviewed in detail twice per year, once for Board approval and once at the end of the first semester. ACA's Board Chair is intimately involved in the creation of the budget, review of material contracts, annual bids. The Board Chair is hands-on in the context of negotiation strategies. In addition:
 - a. The Board Chair is actively involved in ensuring monthly revenue and expenditures are reconciled and annualized for trends and timing of revenue and cost to ensure adequate reserves are maintained.

- b. The budget is reforecast at mid-year to ensure responsiveness to fiscal requirements, and monthly reviews are incurred for variances in the largest school expenditures including salaries/wages, technology expense, and food/cafeteria related costs.
3. Monthly reporting is reviewed by a) an independent bookkeeper for financial statement reconciliation and preparation support and b) by an independent accounting firm to ensure categorical accuracy, gap compliance in interim periods, financial template/form/statement, financial reporting, and compliance with federal, state and district guidelines. The independent accountant ensures monthly review of financials prior to timely submission of the same, as required by state and district deadlines. The school remains vigilant in its response to any questions surrounding its reporting.
4. The School has an annual audit of its financial statements, as required by its charter and state statute. The results of such audits are inclusive of a review of its system of internal controls and reporting. The school has received an unqualified opinion on its financial statements since inception and has no reported control deficiencies. The audit for the most recent fiscal year ending June 30, 2019 has been reported and is on file at the school.

Financial Viability

The school, like most of its contemporaries, ran a deficit in its first two (2) years of operation as it scaled enrollments and operational investments to ensure quality of instructional services. Since its start-up phase, the school has maintained a balanced budget in each of its last two years ending June 30, 2018 and 2019 respectively. Equally, the school maintains a balanced budget for the current school year ending June 30, 2019, and is projecting a modest surplus of funds. The five-year projection was built and based upon current/historical growth trends, existing capacity and increased investments in human capital, instructional resources, and the necessary support to sustain the highest quality instructional setting. The current budget and projections are equally based upon current and historical levels of funding, on a per enrolled student basis. The result of all planning and projections show a budgetary and operational surplus available to the school in all years projected.

The initial investment in the school, during its first two years of growth total approximately \$858,000 in capital for its first 2.5 years in operation, which is typical of school start-up investments/phases. Such capital investment included the build-out of the school infrastructure and initial investments for common area and classroom-oriented furniture, and the fixtures and equipment, all of which has been maintained and enhanced annually. Such growth was funded through loans that remain reflected in the school's financial statements and are long-term in nature. The school is in good standing with both lenders. Such loans have been structured in a fashion that provide for the following:

1. The loans have aggregate annual interest costs of \$10,500, fixed for the foreseeable future. Such costs are embedded as part of the existing operating budgets and five-year projections, and this amount has been full paid for the school year ended June 30, 2019. Interest obligations being fixed (and not increasing) is of great benefit to projecting the school operations.
2. The school has further capacity for borrowings on both of the loan instruments but has not incurred borrowing in 2.5 years, and has no plans to do so, based upon current and future projections. Regardless, modest available capital to support the school exists if necessary, beyond the operating fund surplus. The loans have no contractual near-term principal payment obligations. Future principal payments are predicated only on operating surplus metrics. The loan documents are on-file and available for review. The school made principal payments of \$12,000 in August 2019, reducing the overall loan balances to approximately \$846,000 and believes that it will continue to service these obligations and

substantially reduce the outstanding balances over the renewal period based upon its projections.

3. The counterparties to the loans are strong supporters of the school, its constituents and their success, placing the success of the school ahead of pressures for repayment. Both are regularly briefed on the school success, in light of the patient capital provided in these loans.

With the previous two years of operations showing growth in enrollment and operating surpluses and with the current budget and projected five year plans (all predicated on current funding assumptions and enrollment growth consistent with the prior five year history), and aligned to the existing school capacity (including growth in expenditures in all budgetary areas consistent with such growth in enrollments), the school remains in a strong long-term position for both sustainability and prosperity in servicing the community and the student/parent/faculty constituent beneficiaries.

Long-term Financial Viability Plans & Enhancements

The longer term plans for financial sustainability for Ascend Career Academy Charter High School have multiple facets, all aligned to the development of sustaining the requisite resources to support the long-term viability of the school and its contributions to the community, in addition to the continued focus on manageable yet sustained growth in enrollment. These plans include the following programs:

Monthly Budget Reconciliations:

ACA will continue to provide SBBC, as required, with all monthly and quarterly financial statements under Florida Statute, and other periodically requested operating information.

The reports, as required to be reported on the fund basis and in GASB 34 format, will remain a significant part of the schools planning and internal control readouts. These reports, as previously discussed, will continue to be prepared by an independent certified public accounting firm using the information and experienced bookkeeper creates with school staff support. The combined benefit of independence and experience enhance the often necessary reconciliations and adjustments to ensure accuracy of both governmental reporting, but also timely reporting of operating and financial trends for the administrators and the school's board. Continuation of these procedures have helped develop the long-term sustainability in planning and growth patterns via key performance indicators. The school principal, bookkeeper and external accountants continue the close monitoring of financial and operating plans versus actual results to ensure timely and responsive adjustments as required.

Service the Patient Capital Resources Provided:

The school will continue to service the previously outlined debt obligations, consistent with the documented agreements, which are secondary to the necessary annual investments in the highest quality human capital, infrastructure and curriculum resources to ensure continued growth in a safe, secure and flourishing educational setting. We believe in doing so, and further growth capital will be made available, should the school have need such for expanded capacity.

Leasing Space:

ACA is situated in a high-traffic retail and commercial mixed service area. The facility is currently underutilized at night and on weekends, when school is not in session. Leasing has demonstrated modest income to date, however the school has been approached by other organizations for after-hour use (e.g. tutoring, and event meeting). Provided the school will continue to maintain its high standard for physical infrastructure, monitoring wear and tear, the school will capitalize on

selected opportunities to supplement ancillary revenue by working with event planners, religious organizations, city planners and corporate offices that require space for trainings or special events.

Shared Resources:

As there are no athletic programs in place at ACA due to facility constraints, ACA will be developing partnerships with other area schools and not-for-profit agencies to leverage its existing space for indoor competitive and/or high-interest activities for its students (e.g. music/production, gaming, computer programming, yoga, etc.). These initiatives are both beneficial to student engagement and largely cost-neutral enhancements to the overall social and emotional aspects of the school environment. Tangentially, these expansions are also expected to have positive benefits to enrollment and philanthropic sponsorship.

Grants:

ACA is creating a development officer role, including board advisory, who will be responsible for cultivating sponsorships, soliciting corporate philanthropy, as well as researching and writing programmatic grants in partnership with other agencies. We believe several opportunities exist, particularly given the career orientation of the instructional model provided by ACA.

Donations and Fundraising:

South Florida is a center for many major corporations that are highly invested in community partnerships. Having now been established for nearly five years, with a strong track-record of growth in enrollment as well as in graduations, with a heavy focus on at-risk student populations, the ACA staff are developing sponsorships opportunities, of benefit to both the companies and the ACA student populations. These are specific to programmatic areas of interest, which we believe can and will both supplement revenue or defer costs while enhancing the academic value. It is a scenario which is good for both the school, the community, and the businesses who reside in the surrounding area.

In addition, ACA is implementing quarterly fundraisers for field trips and other special events that are currently underfunded.

Attachments

Section 2: FINANCIAL VIABILITY

– No Attachments –

ORGANIZATIONAL PERFORMANCE

1. STUDENT ENROLLMENT AND CONDUCT

Section Evaluation		Final Rating
Partially Meets the Standard	Sean Brown, 11/18/19	Partially Meets the Standard
Meets the Standard	Marion Williams, 11/27/19	
Meets the Standard	Jill Young, 11/27/19	

A. Explain if the charter school’s actual enrollment has been consistent with its projections.

The former management company overestimated the enrollment of the school in its initial years. Once the projections for enrollment were reestablished, the school has made or exceeded its projections each year.

- **If it has not been consistent, what measures has the charter school taken to increase student enrollment.**

As indicated, the original management company over-projected the first few years of enrollment. Moreover, as a new school trying to establish itself by serving a very fragile, disenfranchised population who may be very suspect of any educational institution, Ascend needed to build slowly relying on word of mouth and the success of enrollees. By adjusting down and focusing on slow, measured growth, the school increased enrollment from year one to year five by 650%!

B. Provide the demographics of the community the charter school serves.

Ascend Academy is a small charter high school of approximately 240 students, serving the communities of Margate, Coconut Creek, Pompano Beach, Coral Springs, North Lauderdale, Deerfield Beach, and Parkland, FL. The school serves a student body that is 56% black, 20% Hispanic, 19% white, 3% Asian, and 2% multiracial. The surrounding Margate community is 43% white, 26% black, 22% Hispanic, 4% Asian, and 3% multi-racial. Ascend Academy’s staff of 16 is 38% white, 31% black, and 31% Hispanic. 99% of Ascend Academy’s student body qualifies for free/reduced lunch.

C. Describe the charter school’s current enrollment procedures as defined in the

charter school’s contract and in compliance with applicable law.

Ascend Career Academy does not discriminate and accepts all eligible students from Broward County. Once the school has reached its maximum capacity, the open enrollment will discontinue, and a lottery form of enrollment will commence.

D. Describe the charter school’s plan to ensure a safe and secure environment.

Safety and security are of the utmost importance at Ascend Career Academy. The school has wrap around security that includes but is not limited to:

- On campus certified Police Officer, as well as, a Security Specialist
- Metal detectors installed at every entrance
- Thorough search of all bags
- State of the art video surveillance system, including 24 cameras, inside and outside the campus
- Both manned and video surveillance in exterior areas including parking lots
- Secure, closed building with a monitored single point of entry during school hours
- Limited access and staff entrances for all student areas
- Continuous professional development for all faculty and staff as it relates to safety
- Education of students on all safety policies and procedures, as mandated for fire, tornado, active assailant, and lockdown drills.

Attachments

Section 1: STUDENT ENROLLMENT AND CONDUCT

– No Attachments –

2. FACILITIES

Section Evaluation

	Final Rating
Meets the Standard Victoria Stanford, 11/26/19	Meets the Standard

A. Explain how the charter school’s facilities comply with applicable laws and codes.

Ascend Career Academy complies with all applicable laws and codes and adheres to the State of Florida, as well as, Broward County Public Schools facility requirements. Annual inspections are conducted by various departments such as Department of Health, Department of Safety and the City of Margate.

B. Explain how the charter school complies with applicable health and safety laws.

Ascend Career Academy complies with all applicable health and safety laws, including the most recent Marjory Stoneman Douglas High School Public Safety Act.

The Department of Health inspects all food services. Broward County also inspects the school for any safety issues. Fire inspections are conducted and if any violations are found, immediate action is taken to remedy the issue(s).

All faculty and staff, as well as, students are trained on safety and security procedures. Procedures are also practiced repeatedly monthly.

The Margate Police Department conducted “The Active Assailant Training” with all staff and faculty last year. The school is currently working with Margate Police Department to schedule a training this year.

All students and staff have access to a Guidance Counselor, as well as, a Crisis Intervention Counselor to aid in their social/emotional needs. The counselors assess students, provide interventions and referrals to community resources. They also work with the students’ families and foster care facilities.

The school’s security protocols exceed all State and local requirements

Attachments

Section 2: FACILITIES

– No Attachments –

3. GOVERNANCE, STAFF AND PARENTS

Section Evaluation

Final Rating

Does Not Meet the Standard Maria Yen, 11/5/19

Meets the Standard Khandia Pinkney, 11/6/19

Meets the Standard Aneatra King, 11/22/19

Meets the Standard Debbie-Ann Scott, 11/25/19

Meets the Standard Brenda Santiago, 12/2/19

Partially Meets the Standard

A. Explain how the governing board/charter school implements the governance structure as defined in the school’s contract.

Ascend Career Academy is a Florida not-for profit corporation incorporated in the state of Florida.

The Governing Board employs a Principal, Vincent Alessi, who reports directly to the Governing Board and who serves as the chief executive officer of the school. The principal manages/oversees all day to day operations of the school, including but not limited to curriculum, compliance, staffing and testing. Mr. Alessi assigns the duties to other administrators within the school. The school was initially formed under an Education Service Provider (ESP) but became independent after its first year.

- **How does the governing board maintain compliance with training and fingerprinting requirements?**

The governing board maintain compliance with training and fingerprinting requirements as per the Sunshine State Laws. Required training is completed and records are kept updated. In addition, fingerprinting and background checks are done through Charter Security and The School Board Of Broward County.

B. Provide an explanation or verification of how the governing board/charter school complies with Sunshine Laws as applicable to charter schools and laws governing public records.

The governing board complies with Sunshine Laws as applicable to charter schools and laws governing public records. Meetings are open to the public and notices are posted on the windows in the school's office in advance of the meetings. Minutes to the meeting are kept on file and becomes public information. The minutes are posted on the website. As required 1002.33 Florida Statute.

C. Employment/Staffing

- **Explain how the charter school employs instructional staff that meets state and federal qualifications.**

Ascend Career Academy only employs highly qualified teachers who are certified in their respective subject areas for all of its face-to-face classes.

- **Explain the system that the charter school uses for teacher and administrator evaluations.**

Ascend Career Academy uses the evaluation system from The Florida Consortium of Public Charter Schools Evaluation Systems for Classroom Teachers and Other Instructional Personnel. The evaluation system monitors and assesses the instructional practice and job performance of instructional personnel that meets the statutory requirements set forth by 1012.34, Florida Statutes.

For school-based administrators, the school uses an evaluation system that is comprised of four domains, 10 standards, and 50 indicators. Each indicator will have a proficiency rating and each standard has a total performance rating. At the completion of an evaluation, a total performance score is calculated. A rating scale is then used to determine the overall performance level of the administrator. The four ratings are (1) Highly Effective; (2) Effective; (3) Needs Improvement; or (4) Unsatisfactory.

- **Provide the approved and adopted pay for performance plan and salary schedule if it has been recently updated.**

Ascend Academy utilizes the FCPCS Teacher and Principal (School-Based Administrator) Salary Allocation Schedule Calculator, provided by the Florida Consortium of Public Charter Schools, to create and maintain a performance-based salary schedule that is in compliance with Florida Statute 1012.22.

D. Demonstrate how the charter school has and is effectively involving parents in its programs as defined in the school’s contract or prior application.

The success of the students at Ascend Career Academy is a team effort that includes the parents/guardians. Parents/guardians have several opportunities for involvement in their students’ education. At the beginning of each school year, parents are invited to attend the school’s open house with their students. At the open house, opportunities and expectations are clearly explained. Parents/guardians are also invited to other activities/special programs throughout the school year, including career days, parent nights, and various student award ceremonies.

Attachments

Section 3: GOVERNANCE, STAFF AND PARENTS

– No Attachments –

ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1. ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

Section Evaluation	
– Not Rated –	Final Rating Attachments Added

Attachments

Section 1: ATTACHMENTS: EDUCATIONAL, FINANCIAL AND ORGANIZATIONAL PERFORMANCE

1.1	X. Sample of School Newsletters Requesting Parental Involvement - Part 9	Alessi, Vincent, 11/1/19 6:28 PM	PDF / 109.944 KB
1.2	X. Sample of School Newsletters Requesting Parental Involvement - Part 9	Alessi, Vincent, 11/1/19 6:28 PM	PDF / 245.154 KB
1.3	X. Sample of School Newsletters Requesting Parental Involvement - Part 8	Alessi, Vincent, 11/1/19 6:27 PM	PDF / 211.671 KB
1.4	I - Progress Monitoring Reports - Part 15	Alessi, Vincent, 11/1/19 2:14 PM	PDF / 475.224 KB
1.5	I - Progress Monitoring Reports - Part 14	Alessi, Vincent, 11/1/19 2:13 PM	PDF / 134.591 KB
1.6	K - Graduation Rate	Alessi, Vincent, 10/31/19 7:58 PM	PDF / 111.187 KB
1.7	T - Discipline Reporting, Part 4	Alessi, Vincent, 10/31/19 7:52 PM	PDF / 475.224 KB
1.8	T - Discipline Reporting, Part 3	Alessi, Vincent, 10/31/19 7:52 PM	PDF / 1.028 MB
1.9	T - Discipline Reporting, Part 2	Alessi, Vincent, 10/31/19 7:51 PM	PDF / 540.26 KB
1.10	T - Discipline Reporting, Part 1	Alessi, Vincent, 10/31/19 7:10 PM	PDF / 441.336 KB
1.11	L - Standardized Test Results - Part 8	Alessi, Vincent, 10/31/19 7:07 PM	PDF / 69.229 KB
1.12	L - Standardized Test Results - Part 7	Alessi, Vincent, 10/31/19 7:05 PM	PDF / 73.09 KB

1.13	F. FLDOE Report Card	Alessi, Vincent, 10/31/19 6:31 PM	PDF / 123.014 KB
1.14	X. Sample of School Newsletters Requesting Parental Involvement - Part 7	Alessi, Vincent, 10/31/19 6:27 PM	PNG / 6.021 MB
1.15	X. Sample of School Newsletters Requesting Parental Involvement - Part 6	Alessi, Vincent, 10/31/19 6:14 PM	PDF / 95.832 KB
1.16	X. Sample of School Newsletters Requesting Parental Involvement - Part 5	Alessi, Vincent, 10/31/19 6:14 PM	PDF / 62.192 KB
1.17	X. Sample of School Newsletters Requesting Parental Involvement - Part 4	Alessi, Vincent, 10/31/19 12:35 PM	PDF / 38.503 KB
1.18	X. Sample of School Newsletters Requesting Parental Involvement - Part 3	Alessi, Vincent, 10/29/19 6:10 PM	PDF / 108.267 KB
1.19	X. Sample of School Newsletters Requesting Parental Involvement - Part 2	Alessi, Vincent, 10/29/19 6:07 PM	PDF / 45.846 KB
1.20	X. Sample of School Newsletters Requesting Parental Involvement - Part 1	Alessi, Vincent, 10/29/19 6:05 PM	PDF / 231.767 KB
1.21	R. Revenue Estimate Worksheet 2019-2020	Alessi, Vincent, 10/29/19 2:44 PM	PDF / 577.291 KB
1.22	U. Governing Board Member Training Certificates and Fingerprint Records	Alessi, Vincent, 10/28/19 4:21 PM	PDF / 129.598 KB
1.23	W. Certification Self Audits	Alessi, Vincent, 10/28/19 4:15 PM	PDF / 351.656 KB
1.24	P. Evidence of Resolution of any Financial Debts	Alessi, Vincent, 10/28/19 4:12 PM	PDF / 18.707 KB
1.25	N. Fixed Assets Report Reconciled with General Ledger	Alessi, Vincent, 10/28/19 3:21 PM	PDF / 1,002.453 KB
1.26	Z. Pay For Performance Plan and Salary Schedule	Alessi, Vincent, 10/28/19 3:16 PM	PDF / 43.887 KB
1.27	Y. Teacher and Administrator Evaluation Tools	Alessi, Vincent, 10/28/19 3:15 PM	PDF / 46.039 KB
1.28	S. Student Enrollment Reports	Alessi, Vincent, 10/28/19 3:14 PM	PDF / 127.367 KB
1.29	I - Progress Monitoring Reports - Part 13 - FAIR 2018-19 AP1	Alessi, Vincent, 10/24/19 7:06 PM	PDF / 140.365 KB
1.30	I - Progress Monitoring Reports - Part 12 - FAIR 2018-19 AP3	Alessi, Vincent, 10/24/19 7:05 PM	PDF / 137.294 KB
1.31	I - Progress Monitoring Reports - Part 11 - FAIR 2018-19 AP2	Alessi, Vincent, 10/24/19 7:05 PM	PDF / 138.765 KB

1.32	L - Progress Monitoring Reports - Part 10 - FAIR 2018-19 AP1	Alessi, Vincent, 10/24/19 7:04 PM	PDF / 137.651 KB
1.33	L - Progress Monitoring Reports - Part 9 - FAIR 2017-18 AP3	Alessi, Vincent, 10/24/19 7:04 PM	PDF / 136.711 KB
1.34	L - Progress Monitoring Reports - Part 8 - FAIR 2017-18 AP2	Alessi, Vincent, 10/24/19 7:03 PM	PDF / 138.16 KB
1.35	L - Progress Monitoring Reports - Part 7 - FAIR 2017-18 AP1	Alessi, Vincent, 10/24/19 7:03 PM	PDF / 138.413 KB
1.36	L - Progress Monitoring Reports - Part 6 - FAIR 2016-17 AP3	Alessi, Vincent, 10/24/19 7:02 PM	PDF / 138.351 KB
1.37	L - Progress Monitoring Reports - Part 5 - FAIR 2016-17 AP2	Alessi, Vincent, 10/24/19 7:02 PM	PDF / 138.383 KB
1.38	L - Progress Monitoring Reports - Part 4 - FAIR 2016-17 AP1	Alessi, Vincent, 10/24/19 7:01 PM	PDF / 105.291 KB
1.39	L - Progress Monitoring Reports - Part 3 - FAIR 2015-16 AP3	Alessi, Vincent, 10/24/19 7:00 PM	PDF / 98.923 KB
1.40	L - Progress Monitoring Reports - Part 2 - FAIR 2015-16 AP2	Alessi, Vincent, 10/24/19 6:59 PM	PDF / 99.121 KB
1.41	L - Progress Monitoring Reports - Part 1 - FAIR 2015-16 AP1	Alessi, Vincent, 10/24/19 6:58 PM	PDF / 108.639 KB
1.42	V - Staffing Reports - Part 3	Alessi, Vincent, 10/24/19 6:40 PM	PDF / 427.348 KB
1.43	V - Staffing Reports - Part 2 - Instructional Staff	Alessi, Vincent, 10/24/19 6:39 PM	PDF / 435.771 KB
1.44	V - Staffing Reports - Part 1 - Administrative	Alessi, Vincent, 10/24/19 6:38 PM	PDF / 426.663 KB
1.45	Q - Projected Five Year Budget 2021-2025	Alessi, Vincent, 10/24/19 6:34 PM	PDF / 153.121 KB
1.46	P - Evidence of Resolution of any Financial Debts	Alessi, Vincent, 10/24/19 6:31 PM	PDF / 18.617 KB
1.47	L - Standardized Test Results - Part 6 - US History	Alessi, Vincent, 10/24/19 6:30 PM	PDF / 156.6 KB
1.48	L - Standardized Test Results - Part 5 - Geometry	Alessi, Vincent, 10/24/19 6:29 PM	PDF / 149.413 KB
1.49	L - Standardized Test Results - Part 4 - Biology	Alessi, Vincent, 10/24/19 6:29 PM	PDF / 149.902 KB
1.50	L - Standardized Test Results - Part 3 - Algebra 2	Alessi, Vincent, 10/24/19 6:28 PM	PDF / 132.061 KB
1.51	L - Standardized Test Results - Part 2 - Algebra 1	Alessi, Vincent, 10/24/19 6:28 PM	PDF / 151.031 KB
1.52	L - Standardized Test Results - Part 1 - ELA	Alessi, Vincent, 10/24/19 6:27 PM	PDF / 151.929 KB
1.53	J - School Improvement Rating	Alessi, Vincent, 10/24/19 6:26 PM	PDF / 505.978 KB

1.54	C. EOC - Part 4 - US History	Alessi, Vincent, 10/23/19 8:22 PM	PDF / 156.6 KB
1.55	C. EOC - Part 4 - Geometry	Alessi, Vincent, 10/23/19 8:21 PM	PDF / 149.413 KB
1.56	C. EOC -Part 3 - Biology	Alessi, Vincent, 10/23/19 8:21 PM	PDF / 149.902 KB
1.57	C. EOC -Part 2 - Algebra 2	Alessi, Vincent, 10/23/19 8:20 PM	PDF / 132.061 KB
1.58	C. EOC - Part 1 - Algebra 1	Alessi, Vincent, 10/23/19 8:20 PM	PDF / 151.031 KB
1.59	B. FSA	Alessi, Vincent, 10/23/19 8:16 PM	PDF / 151.929 KB

Recommendation

School Name:	Ascend Career Academy
Primary Contact:	Vincent Alessi
Submission Date:	November 1, 2019
Recommendation Date:	February 3, 2020
Recommended By:	Rhonda Stephanik
Charter Status:	Granted

Based on the review and evaluation of Ascend Career Academy's Renewal Program Review, the Superintendent's Charter School Review Committee is providing to the Superintendent an approval for a five-year renewal of the school's charter agreement. The Superintendent will provide the approval to The School Board of Broward County, FL for final consideration.