

Application Type

Charter School Renewal Application 2026 Cycle

Accel Academy

Submitted To

Alabama Public Charter School Commission

Submitted by

Accel Academy (AL-800)

Submitted at

09/01/2026 10:38 AM

Application Elements

Reviewed: 0/20

A) Executive Summary

1. School Information

Status: Completed

Form Result

Please complete the information below concerning the school as currently formulated and the contact person for questions regarding this application.

School Name / LEA name / District Name MAEF Public Charter Schools Inc. (Accel Academy)

Number of school locations (physical addresses) 1

Number of Cost Centers (for ALSDE funding purposes) 3

Grade Levels Served 6-12

Contact name Nathan Adams

Contact email nadams@accelacademymobile.com

Contact phone number 2517531016

Element Review

Reviews is not provided

2. Enrollment and Demographic Information

Status: Completed

Form Result

Provide the enrollment and demographic information for the most recent school year in the form below.

Number of Students Enrolled 892

Number of Students on Waiting List 498

Number of Students by Sex Assigned at Birth

Count	
Female	441
Male	451
Total	892

Students by Ethnicity / Race

	Count
American Indian/Alaskan Native	1
Asian	0
Black or African American	834
Hispanic/Latino	2
Native Hawaiian/Pacific Islander	1
White	30
Two or More	24
Not Listed Above/Unknown	
Total	892

Special Populations

	Count
Students with Disabilities	188
English Language Learners	4
Eligible for Free/Reduced Lunch	794
Highly Capable Students	4

The Enrollment by Community Connection table below tracks the connection a student has to the school. Please use the definitions below:

Direct: Student is a board member's child, school leadership's child or staff's child.

In District: Student lives within the district in which the school resides, and does not have a direct connection.

Out of District: Student lives outside the district in which the school resides, and does not have a direct connection

Enrollment by Community Connection

	Count
Direct	5
In District	887
Out of District	0
Summary	892

Element Review

Reviews is not provided

3. School Mission Statement

Status: Completed

Form Result

Please provide the current, board approved, school mission statement.

The mission of ACCEL Academy is to connect to students' gifts and passions through personalized learning pathways that build academic skills, professional mindsets, and social and emotional well-being, so they are prepared for college and careers.

Element Review

Reviews is not provided

4. Formal Letter of Intent for Charter Renewal

Status: Completed

Form Result

Letter of Intent for Charter Renewal

File name:	Letter of Intent-Charter Renewal 2026.pdf
Uploaded:	08/27/2026 01:29 PM
Uploaded by:	Nathan Adams

Element Review

Reviews is not provided

5. Signature Page

Status: Completed

Form Result

By signing below, all information provided in this application is certified to be true, accurate, and complete to the best of one's knowledge.

School Leader's Signature



Element Review

Reviews is not provided

B) LOOKING BACK: Record of Performance

1. Recruitment and Enrollment

Status: Completed

Form Result

This section provides an opportunity to describe recruitment efforts and enrollment trends over the contract term. Schools should reference the evidence contained in the recruitment and enrollment section of the school's Renewal Performance Report. Schools may also submit evidence that is not contained in the Renewal Performance Report that enhances or explains recruitment and enrollment efforts.

(a) Provide a narrative on how the school has, or has not, met the enrollment goals stated in the charter contract. Please reference the data contained in the school's Renewal Performance Report.

In SY 2022-23, the first year of the current charter term, ACCEL Academy enrolled 489 students. This was 191 students below the approved minimum enrollment of 680 and 361 students below the approved maximum enrollment of 850.

The enrollment shortfall reflected the challenge of expanding awareness of ACCEL's specialized model among families whose students had experienced academic disruption, credit deficiency, or disengagement in traditional settings. The school responded by strengthening community outreach, clarifying its day, evening, and middle-grades options, and building referral relationships with families and community partners.

As families became more familiar with ACCEL's personalized learning pathways, flexible scheduling, career preparation, and student supports, enrollment increased steadily. The growth reflects both stronger public awareness and sustained demand for an educational model designed to reengage students and accelerate their progress toward promotion and graduation.

By SY 2025-26, enrollment had increased to 893 students, 404 more students than in SY 2022-23. This represents growth of 82.6 percent during the review period.

This growth provides strong evidence that families value ACCEL's educational program. It also requires the governing board and school leadership to align enrollment, staffing, facilities, and student supports carefully so that growth strengthens, rather than dilutes, program quality.

(b) Provide a narrative on the school's enrollment for the upcoming school year. Include information on confirmed and expected number of students. Discuss efforts to limit enrollment bleed (i.e. confirmed students who fail to appear at the start of school). Attach screenshots from PowerSchool or other enrollment tracking methods of evidence of confirmed enrollment for the upcoming school year.

For SY 2026-27, MAEF Public Charter Schools, Inc. projects enrollment of approximately 1,075 students across Acceleration Preparatory Academy, Acceleration Day Academy, and Acceleration Evening Academy.

The projection includes students in grades 6-8 at Acceleration Preparatory Academy and students in grades 9-12 in the day and evening programs. Enrollment planning is being coordinated by school, program, and grade level to ensure that confirmed enrollment remains aligned with authorized capacity and available facility space.

The projected enrollment informs staffing, course scheduling, instructional resources, student services, transportation, facility use, and the operating budget. The final submission should distinguish

confirmed students from applicants whose registration remains incomplete and should identify the date on which each count was measured.

Measures to Limit Enrollment Loss Before the Start of School

ACCEL uses a coordinated enrollment-confirmation process to reduce the number of accepted students who do not attend at the beginning of the school year. The process includes regular family communication, completion checks for registration documents, direct outreach to families with incomplete files, orientation and transition activities, early identification of transportation or scheduling barriers, and prompt follow-up when a confirmed student does not report. School leaders also monitor attendance and engagement during the opening weeks so that academic, behavioral, transportation, and family-support needs can be addressed before they result in withdrawal.

Upcoming school year enrollment	File name:	Screenshot Enrollment.png
	Uploaded:	08/24/2026 12:51 PM
	Uploaded by:	Nathan Adams

(c)Provide a narrative on recruitment efforts over the contract term. Address recruitment challenges and changes the school has made to enhance recruitment efforts. Attach sample recruitment materials the school has used over the contract term.

Recruitment during the early years of the review period required ACCEL to communicate more clearly the purpose of its specialized model and the students it is designed to serve. Families needed practical information about ACCEL's personalized learning pathways, flexible day and evening schedules, middle-grades preparation, career and technical education, and postsecondary supports.

ACCEL initially relied on flyers, brochures, community outreach, and billboard advertising. As enrollment goals and family communication needs evolved, the school expanded its approach to include digital media, television, program-specific materials, and more consistent outreach through community partners.

Recruitment strategies used during the contract term include:

- Flyers and brochures distributed through schools, community organizations, events, and partner networks;
- Billboard advertising designed to increase public visibility;
- Social media campaigns providing timely information to students and families;
- Television advertising and earned media designed to broaden community awareness;
- The CTE Report and related materials highlighting career pathways, credentials, and work-based learning opportunities; and
- Direct outreach to prospective students, families, community partners, and referral sources.

These strategies supported substantial enrollment growth, from 489 students in SY 2022-23 to 893 students in SY 2025-26. Going forward, ACCEL will continue evaluating recruitment sources, inquiry-to-enrollment conversion, enrollment by program and grade, and the characteristics of students reached so that recruitment remains effective, equitable, and aligned with authorized capacity.

Recruitment Materials

File 1

File name: Screenshot 2026-08-24 112738.png
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Uploaded by: Nathan Adams

File 2

File name: 25-26Social Media Summary (1).pdf
Uploaded: 08/27/2026 04:29 PM
Uploaded by: Nathan Adams

(d)Provide a narrative on keeping students enrolled throughout the school year. Attach data on the changes in enrollment from the start of the school year to the end of the school year over the contract term. Include data on students who left on their own volition versus students who were asked to leave. Provide details on the reasons students have left mid-year if known.

ACCEL's retention work is central to its mission because many students enroll after experiencing academic disruption, chronic absenteeism, credit deficiency, or disengagement from school. During the review period, total enrollment increased from 489 students in 2023 to 893 students in 2026, while reported midyear departures declined from 124 to 95. This represents a reduction of approximately 23.4 percent in the number of students leaving during the school year.

Year-to-year retention improved from 68 percent in 2023 to 71 percent in 2025. Although this remained below the statewide charter-school comparison of 76 percent in 2025, the improvement occurred while ACCEL expanded enrollment and continued serving a highly mobile population with significant academic and nonacademic needs. The result is evidence of progress, while also confirming that retention must remain a priority during the next charter term.

ACCEL supports persistence by assigning each student a grade-level administrator, faculty advisor, and school counselor who monitor attendance, academic progress, credit accumulation, behavior, and barriers outside school. The school also uses flexible scheduling, counseling, mentoring, family outreach, academic intervention, and community-school partnerships to address concerns before they lead to withdrawal. The final exhibit should report, for each year, opening and closing enrollment, graduations, voluntary transfers and withdrawals, expulsions following due process, other administrative withdrawals, and known reasons for departure.

Mid-year enrollment loss

File name: MidYear Loss.xlsx
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Uploaded by: Nathan Adams

(e)Provide a narrative on efforts to keep students engaged and committed to return to the school from one school year to the next. Provide data on recurrent enrollment over the contract term as an attachment.

ACCEL's approach to recurrent enrollment begins with the recognition that students are more likely to return when they experience academic progress, trusted relationships, predictable support, and a credible pathway to graduation. This is particularly important for students who previously felt unsuccessful or disconnected in traditional settings.

The school promotes continued enrollment through personalized learning plans, flexible day and evening schedules, regular advising, credit monitoring, academic intervention, counseling, family engagement, and career and postsecondary planning. These supports help students understand both the progress they have made and the steps remaining to promotion, graduation, and postsecondary success.

ACCEL's recurrent enrollment rate increased from 68 percent in 2023 to 71 percent in 2025. During the same period, the statewide charter-school average increased from 75 percent to 76 percent. ACCEL has therefore narrowed the gap while serving students with substantial mobility and reengagement challenges. The school will continue strengthening early re-enrollment, summer contact, schedule confirmation, and individualized outreach, with annual targets for recurrent enrollment during the next charter term.

Recurrent Enrollment	File name:	Renewal Holder.pdf
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	Uploaded by:	Nathan Adams

Element Review
Reviews is not provided

2. Academic Performance

Status: Completed

Form Result

ACADEMIC PERFORMANCE

This section provides an opportunity to describe the school's performance record on student achievement. Schools should reference the evidence contained in the Renewal Performance Report for their responses but may supplement with evidence of performance related to the measures in the Performance Framework that is not included in the Renewal Performance Report. Responses should refer to the specific criteria and benchmarks in the Performance Framework to which the information applies. Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on the school's mission-specific metrics and goals; and evidence and description of initiatives undertaken at the school to address performance shortfalls.

(a) Using the measures contained in the academic portion of the Performance Framework, provide a narrative on how the school has, or has not, met its performance expectations. Please reference only evidence from the Renewal Performance Report.

ACCEL has demonstrated sustained improvement across the academic measures established in its Performance Framework. Academic Achievement increased by five percentage points, from approximately 28 percent in SY 2022-23 to approximately 33 percent in SY 2024-25. Under ACCEL's Performance Framework, this result meets expectations because it exceeds the 23 percent floor established for Academic Achievement. Academic Growth increased by 13 percentage points, from approximately 76 percent to 89 percent, exceeding the framework's 81 percent target. Chronic absenteeism declined by 13 percentage points, from approximately 19 percent to 6 percent. Because lower chronic absenteeism represents stronger performance, this result substantially exceeds the framework's 25 percent target. During the same period, ACCEL's State Report Card score increased from 58, an F, to 80, a B. Most notably, the school's four-year graduation rate surged by over 40 percentage points, rising from 51.75% in SY 2022-23 to 91.84% in SY 2024-25. This dramatic increase highlights the school's success in keeping students on track and successfully guiding them to diploma completion. Taken together, these results demonstrate meaningful improvement in student engagement, academic progress, and overall school performance, while also confirming the importance of continuing to strengthen academic proficiency.

This improvement has been supported by several coordinated initiatives. Through its Full-Service Community Schools partnerships, ACCEL provides students with mentoring, on-site health services, family support, and access to resources that address barriers to regular attendance and allow students to maximize instructional time. ACCEL also uses data-driven interventions, including IXL, to identify skill gaps in mathematics and English language arts and provide individualized support

that helps students progress from their current level of performance toward grade-level expectations. In addition, ACT and ACAP preparation has been incorporated into the regular school day and designated Friday sessions to provide targeted support for academic achievement, growth, and college and career readiness.

ACCEL reinforces these student-level interventions through sustained investment in instructional quality. Faculty members receive individualized coaching and weekly whole-group professional development informed by daily instructional walkthroughs. This continuous cycle of observation, feedback, collaboration, and targeted professional learning strengthens the capacity of teachers and instructional leaders to implement research-based practices that are responsive to the needs of ACCEL's students.

(b)Please describe any academic performance-related supplemental evidence that is not captured in the Renewal Performance Report that enhances the narrative on academic performance. Please reference the specific measures from the academic portion of the Performance Framework to which the information applies, as appropriate.

ACCEL places an emphasis on ensuring that every student is provided an individualized education plan that ensures they are supported in reaching their academic and career goals. Through the Career Technical Education center, ACCEL's students have access to opportunities that introduce them to a myriad of careers at an early age while providing them knowledge on the skills necessary to be successful in college and career. ACCEL has a designated Post-Secondary team that ensures all students have a concrete plan to succeed as they graduate high school. This team ensures that each graduate completes a portfolio consisting of a resume, cover letter, college applications, career interest surveys, and FAFSA assistance. This team walks alongside families ensuring that ACCEL students not only reach the stage, but that they cross it ready to be successful in post-graduate life. Much attributed to the work of the Post-Secondary team, ACCEL's graduation rate has increased ~40% from ~52 to ~92% and the College & Career Readiness rate has increased ~35.5% from 61% to ~96% from AY2223 to AY2425.

Document upload – supporting evidence	File 1	
	File name:	AY2526 Student Tracker - C_O 26 - Google Sheets.pdf
	Uploaded:	08/28/2026 12:48 PM
	Uploaded by:	Nathan Adams
	File 2	
	File name:	Senior Requirements.pdf
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(c)Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract that are not already captured in the Renewal Performance Report.

ACCEL has established two mission specific goals; Extended Graduation and Credit Earning. Extended graduation measures the rate at which students graduate within five years of entering high school while Credit Earning measures the rate at which students earn at least six credits annually, hence advancing to the next grade level and staying on track for graduation. During the previous contract period, ACCEL increased the Extended Graduation rate from ~88% to 100% and Credit Earning rate from ~78% to 89%.

Document upload – supporting evidence	File name:	Report Card Grade.png
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(d)Provide a narrative on any initiatives undertaken at the school to address academic achievement shortfalls. Please link any such initiatives to measures in the Performance Framework.

ACCEL serves a student demographic that traditionally enrolls several grade levels behind in academic readiness. To combat academic shortfalls, ACCEL has utilized grant funding to provide instructional support that directly impacts teaching and learning ultimately impacting student achievement. ACCEL has employed two instructional coaches specialized in observing and providing individualized professional development to teachers that grows their practice. Additionally, ACCEL has hired an Assistant Principal of Curriculum and Instruction (APCI) that oversees vertical and horizontal alignment to college and career readiness standards. The APCI also provides department chairs and instructional coaches with leadership development that helps their teams and teachers implement best instructional practices.

For students, ACCEL continues to grow its Rocketeer program. This initiative identifies students who are undercredited and overaged who aim to get back on grade level. In this program, students take additional courses after school that allows them to advance grade levels and get back on track for graduation. ACCEL employs Special Education teachers and core content teachers to support these students in their course work.

ACCEL's partnership with Full Service Community Schools (FSCS) provides students mentorship opportunities through Big Brothers Big Sisters and the Mobile District Attorney's Office. These mentorships build relationships with students that provide them with regular check-ins and support from successful community leaders. FSCS also partners with the Helping Families Initiative to work alongside families struggling with truancy to eliminate obstacles to a student's attendance, ultimately impacting their academic success.

Documents upload – supporting evidence

File 1

File name: Helping Families Initiative.pdf
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File 2

File name: Franklin Primary Health Center.pdf
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Uploaded by: Nathan Adams

File 3

File name: Big Brothers Big Sisters.pdf
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Uploaded by: Nathan Adams

File 4

File name: ACCEL Academy Rocketeer Program Structure _SY2627 - Google Docs.pdf
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(e)If desired, supply any further evidence, not outlined above, that provides context and clarity on the academic performance of the school. This section is optional.

ACCEL continues to increase access to rigorous academic course work that prepares students for college and career readiness. Most recently, ACCEL offers Dual Enrollment courses in partnership with Bishop State Community College (BSCC). These courses allow students to earn credit at both

the high school and college level. ACCEL offers dual enrollment in Career Technical Education and Music Appreciation. ACCEL is currently working with BSCC to expand offerings in the English and Science departments offering English Composition I, and Environmental Science.

Element Review

Reviews is not provided

3. Financial Performance

Status: Completed

Form Result

Financial Performance

This section provides an opportunity to describe the school's financial performance over the years reviewed. Schools should reference the evidence contained in the financial section of the school's Renewal Performance Report and give context on the metrics contained therein. Schools may submit evidence that is not contained in the Renewal Performance Report that enhance or explain the financial health and sustainability of the school.

(a)Using the measures contained in the financial portion of the Performance Framework, provide a narrative on the near-term financial health and financial sustainability of the school. Please reference only evidence from the Renewal Performance Report.

Based on the financial measures included in the Performance Framework and documented in the Renewal Performance Report, MAEF Public Charter Schools, Inc. demonstrates improving near-term financial health and a positive trajectory toward long-term financial sustainability.

The Renewal Performance Report shows that the District experienced cash-flow challenges at the end of FY22 and during the early months of FY23. Despite these short-term pressures, MAEF Public Charter Schools, Inc.'s financial position strengthened by the close of FY23. Most notably, the school's cash reserves have recently increased to meet or exceed the APCSC benchmark of 60 days cash on hand, indicating improved liquidity and a stronger capacity to meet short-term financial obligations. This improvement reflects enhanced cash-flow management and more stable operational conditions.

The Renewal Performance Report also identifies a consistent pattern in the school's revenue cycle: revenues typically lag budgeted expectations during the first six months of the fiscal year, largely due to the timing of state and federal disbursements. However, by year-end, actual revenues reliably meet or exceed budgeted amounts. This trend demonstrates that the school's revenue projections are sound and that funding sources remain stable across fiscal years.

Additionally, the Report shows that in every fiscal year reviewed, MAEF Public Charter Schools, Inc.'s year-end revenue-to-budget ratio exceeds its expense-to-budget ratio. This indicates that expenditures are consistently managed within available revenues and that the school avoids structural deficits. The alignment between spending and actual revenue reflects disciplined budgeting practices and effective fiscal oversight.

Taken together, these financial trends—strengthened liquidity, reliable year-end revenue performance, and conservative expenditure management—demonstrate that MAEF Public Charter Schools, Inc. has established sound financial practices that support both its near-term financial health and its ongoing financial sustainability.

(b) Provide any supplemental evidence or documentation on the financial health and sustainability of the school. Please provide context for the evidence.

Supplemental Evidence: Financial Health and Sustainability

MAEF Public Charter Schools, Inc.'s financial performance over the charter contract term demonstrates improving near-term financial stability and a positive long-term fiscal trajectory. The following supplemental evidence provides context for the school's financial position and its capacity to sustain operations:

1. **Strengthened Liquidity and Cash Management** Financial data included in the Performance Framework shows that MAEF Public Charter Schools, Inc. experienced cash-flow constraints at the end of FY22 and in the early months of FY23. However, by the close of FY23, the school had fully stabilized its cash position. Most recently, MAEF Public Charter Schools, Inc.'s cash reserves have increased to meet or exceed the APCSC benchmark of 60 days cash on hand, indicating improved liquidity and a stronger ability to meet short-term financial obligations. This trend reflects more effective cash-flow planning and strengthened financial oversight.
2. **Revenue Performance Consistently Meets or Exceeds Budgeted Expectations** The Renewal Performance Report notes that the school's revenue typically lags budgeted projections during the first half of the fiscal year. This pattern is consistent with the timing of state and federal funding disbursements. Despite early-year delays, MAEF Public Charter Schools, Inc.'s year-end actual revenues consistently meet or surpass budgeted amounts. This demonstrates reliable revenue forecasting and confirms that the school's funding streams remain stable and predictable.
3. **Expenditure Management Aligned With Available Resources** Across all fiscal years reviewed, MAEF Public Charter Schools, Inc.'s revenue-to-budget ratio exceeds its expense-to-budget ratio at year-end. This indicates that expenditures are consistently managed within available revenues and that the school avoids structural deficits. The school's ability to maintain expenses below budgeted levels while meeting revenue targets reflects disciplined financial management and adherence to sound budgeting practices.
4. **Positive Trajectory Toward Long-Term Sustainability** Taken together, these financial trends—improved liquidity, reliable year-end revenue performance, and conservative expenditure management—demonstrate that MAEF Public Charter Schools, Inc. has established effective fiscal controls and sustainable budgeting practices. The school's financial position has strengthened over time, supporting both its near-term operational stability and its long-term financial sustainability.

Documents upload – financial health and sustainability evidence

File name:	ACCEL DAY AND EVENING ACADEMY-IS-SUED FINANCIAL STATEMENTS.pdf
Uploaded:	08/27/2026 07:05 PM
Uploaded by:	Nathan Adams

(c) Provide a narrative on financial flexibility, and the ability of the school to financially adjust for unanticipated opportunities or setbacks.

Based on the financial measures included in the Performance Framework, MAEF Public Charter Schools, Inc. demonstrates meaningful financial flexibility and the capacity to adjust to unanticipated opportunities or setbacks. The Renewal Performance Report shows that the school consistently generates a substantial portion of its revenue from sources beyond state and federal formula funding. Throughout the contract period, MAEF Public Charter Schools, Inc. has maintained an average of 80%–90% of its total revenue from diversified funding sources, reflecting deliberate efforts to supplement its primary funding streams.

This level of revenue diversification reduces reliance on any single funding source and strengthens the school's ability to respond to unexpected financial circumstances. By maintaining multiple revenue streams, MAEF Public Charter Schools, Inc. is better positioned to absorb unforeseen costs, adapt to changes in enrollment or funding disbursements, and pursue strategic opportunities that support programmatic growth. Diversified revenue also contributes to long-term financial resilience by ensuring that the school's operational stability is not dependent on one funding category.

Overall, the evidence contained in the Renewal Performance Report indicates that MAEF Public Charter Schools, Inc. has established financial practices that promote flexibility, adaptability, and sustained fiscal health. This financial posture supports the continuity of the school's educational program and enhances its ability to navigate both short-term challenges and long-term strategic needs.

(d) Provide a narrative on the governing board oversight of financial matters. Describe the information that the governing board is provided, and the internal controls in place to ensure the integrity of the information.

The governing board of MAEF Public Charter Schools, Inc. demonstrates consistent oversight of the school's financial matters, with documented improvements in monitoring practices throughout the contract term. Board meeting minutes from January 2023 through March 2026 show that financial reporting to the board occurred regularly and increased in frequency over time. During FY23, financial reports were presented approximately every other month; beginning in July 2023, the board received financial updates at most board meetings. This shift reflects a strengthened commitment to ongoing fiscal oversight and timely review of the school's financial position.

The minutes also document board involvement in personnel decisions and contract approvals, indicating that the board maintains active oversight of financial commitments that affect the school's operational and fiscal health. The minutes show that the board reviewed and approved all vendor contracts, demonstrating engagement in financial decision-making and accountability for major expenditures.

In addition to regular reporting, the school has internal controls in place to support the accuracy and integrity of financial information provided to the board. These controls include the preparation of financial statements by the school's financial staff and the presentation of those statements during board meetings for review and discussion. The consistent documentation of financial reports in board minutes suggests that the board receives structured financial information—such as budget-to-actual comparisons, cash-flow updates, and expenditure summaries—that enables informed decision-making and oversight.

Overall, the evidence indicates that MAEF Public Charter Schools, Inc.'s governing board exercises appropriate financial oversight, supported by internal reporting practices that promote transparency, accountability, and the integrity of financial information.

(e) Please comment on any findings found in the most recent financial audit or findings over the contract term from the ALSDE Compliance Monitoring on financial matters.

Across the contract term, MAEF PCS financial audits and ALSDE Compliance Monitoring results demonstrate generally sound financial management practices, with isolated compliance issues that were addressed promptly and effectively.

The ALSDE Compliance Monitoring conducted during SY2024–25 (FY25) identified findings within the LEA Accounting and Federal Programs sections. These findings were related to federal funds procurement procedures, inventory management, and recordkeeping. While these issues required corrective action, they did not indicate systemic weaknesses in the school's financial operations.

Importantly, the school's external financial audits for FY22, FY23, FY24, and FY25 contained no findings related to financial policies, suggesting that core financial controls and accounting practices were functioning effectively during the same period.

Financial reporting practices also showed improvement over the review period. Compliance Monitoring conducted in Spring 2025 identified findings related to outdated financial statements and check registers posted on the school's website. These issues were subsequently corrected, and the Spring 2026 Compliance Monitoring review reported no findings related to financial reporting. Similarly, financial audits for FY22 through FY25 contained no audit findings related to financial reporting, further demonstrating strengthened compliance and reporting practices.

The school's external audits reinforce this positive trajectory. All available audits for FY22 through FY25 received unmodified opinions and reported no audit findings, indicating that the school's financial statements were presented fairly and in accordance with generally accepted accounting principles.

Collectively, the evidence shows that while Accel Academy addressed isolated compliance issues identified through ALSDE monitoring, it consistently maintained strong financial controls, responded appropriately to identified concerns, and demonstrated ongoing improvement in governance, oversight, and compliance throughout the contract term.

(f)Describe all fund-raising goals established by the governing board over the contract term, and the support in place to meet those goals. Provide a narrative on all substantive donations and grants over the contract term and the school need addressed by these funds (\$20,000 or more during a fiscal year, indicate if the funds were earmarked for a specific purpose). A list of all substantive donations and grants obtained over the contract term is requested in the exhibits section.

Throughout the contract term, the governing board of MAEFPCS established fund-raising goals designed to strengthen the school's financial position and support programmatic needs not fully met through state and federal funding. Board meeting minutes and annual planning documents indicate that the board prioritized fund-raising efforts to enhance student programming, expand extracurricular opportunities, and support facility-related needs. These goals were pursued through a combination of community partnerships, donor outreach, and targeted grant applications.

To support these goals, the board provided oversight and strategic direction for fund-raising activities. Board members participated in donor engagement, reviewed grant opportunities, and monitored progress toward annual fund-raising targets. The school's leadership team and development staff were responsible for executing fund-raising strategies, maintaining donor relationships, and ensuring compliance with grant requirements. This structure provided clear accountability and allowed the board to monitor fund-raising performance throughout the contract term.

Over the contract period, MAEF PCS secured several substantive donations and grants of \$20,000 or more within a fiscal year, each addressing specific school needs. These contributions supported areas such as instructional programming, technology upgrades, student services, and facility improvements. When funds were earmarked for a particular purpose, the school applied them in accordance with donor intent and documented their use through internal financial reporting and board updates. These substantive contributions played an important role in supplementing the school's operating budget and advancing strategic priorities identified by the board.

A complete list of all substantive donations and grants received during the contract term—including amounts, fiscal years, and designated purposes—is provided in the Exhibits section of this renewal application.

(g)Provide a narrative on all substantive loans or lines-of-credit obtained over the contract term (\$50,000 or more). Include information on the rationale for the obligations and the revenue streams to meet the obligations if identified. A list of all substantive loans or lines-of-credit is requested in the exhibits section.

During the contract term, MAEFPCS did not obtain any substantive loans or lines of credit of \$50,000 or more. The school has not relied on debt instruments or short-term borrowing to support operations, manage cash flow, or address capital needs. This absence of loans or credit obligations indicates that the school has operated without leveraging external debt and has maintained financial practices that avoid long-term financial liabilities.

Although the school did not secure loans or lines of credit, the District does maintain a 15-year lease agreement with MAEF Real Estate for its facility. This lease represents a long-term financial commitment rather than a debt obligation. The lease structure provides the school with predictable facility costs and allows MAEFPCS to meet its occupancy needs without incurring the financial risks associated with borrowing. Lease payments are incorporated into the school's annual operating budget and supported through recurring revenue streams, including state and federal funding.

(h) Provide a narrative on all substantive recurring school vendor contracts and the rationale for outsourcing these functions (\$50,000 or more per year and recurring expenses). This may include CNP, nursing, CTE, financial or other types of ongoing services. A list of all substantive recurring vendor contracts is requested in the exhibits section.

During the contract term, MAEFPCS maintained only one substantive recurring vendor contract of \$50,000 or more per year: security services. This contract represents a critical operational function necessary to ensure a safe and secure learning environment for students, staff, and visitors.

The governing board exercised direct oversight of the procurement and approval of this contract. Multiple quotes were solicited and reviewed by the board to ensure competitive pricing, service quality, and alignment with the school's safety needs. After evaluating the available options, the board formally approved the selected vendor, demonstrating adherence to sound procurement practices and fiscal responsibility.

The rationale for outsourcing security services is grounded in the need for trained, licensed professionals with expertise in school safety, emergency response, and campus monitoring. Outsourcing this function allows MAEFPCS to access specialized personnel and maintain consistent coverage without the administrative and financial burden of hiring and managing an internal security team. The recurring nature of the contract ensures continuity of services and supports the school's commitment to maintaining a safe educational environment.

(i) Please describe any financial challenges that have occurred since the school's opening and how the challenges have been resolved.

Since opening, MAEF Public Charter Schools, Inc. has experienced several financial challenges, all of which were identified through the Alabama Public Charter School Commission's financial performance measures and ALSDE compliance monitoring. The most significant challenge occurred in FY22 and the beginning of FY23, when the school did not meet the Near-Term Financial Health indicator due to limited cash on hand. The Renewal Performance Report notes that the school was short on cash at the end of FY22 and during the early months of FY23, creating pressure on liquidity and short-term financial obligations.

By the end of FY23, however, MAEF Public Charter Schools, Inc. had taken corrective steps that significantly strengthened its cash position. The school's cash on hand improved to meet—and subsequently exceed—the APCSC benchmark of 60 days cash on hand, demonstrating restored liquidity and more effective cash-flow management. Since FY23, the school has consistently earned a “Meets” rating for Near-Term Financial Health, indicating sustained improvement and the ability to reliably meet short-term financial obligations.

The Renewal Performance Report also highlights a recurring challenge related to the timing of revenue receipts. Revenue tends to lag budget expectations at the six-month point of the fiscal year,

largely due to the timing of state and federal disbursements. Despite this mid-year lag, year-end revenues consistently meet or exceed budgeted amounts, and the school's revenue-to-budget ratio exceeds its expense-to-budget ratio each year. This pattern demonstrates that expenditures are effectively managed within available revenues and that the school has established budgeting practices that anticipate and accommodate the timing of revenue flows.

In addition to liquidity and revenue-timing challenges, the school addressed several compliance-related financial issues during the contract term. ALSDE Compliance Monitoring for SY2024–25 identified findings related to federal funds procurement procedures, inventory management, and recordkeeping within the LEA Accounting and Federal Programs sections. Compliance Monitoring conducted in Spring 2025 also identified outdated financial statements and check registers posted on the school's website. These issues were corrected, and the Spring 2026 monitoring reported no findings related to financial reporting, demonstrating that the school responded promptly and effectively to compliance concerns.

Despite these challenges, all external financial audits for FY22, FY23, FY24, and FY25 received unmodified opinions with no audit findings related to financial policies or financial reporting. This consistent audit performance indicates that the school's underlying financial controls, accounting practices, and reporting systems remained sound throughout the contract term.

Overall, the Renewal Performance Report shows that MAEF Public Charter Schools, Inc.'s financial challenges were temporary and were resolved through improved cash management, strengthened financial oversight, and corrective actions addressing compliance requirements. The school's sustained "Meets" ratings in Near-Term Financial Health after FY23, continued "Meets" ratings for Financial Sustainability, and clean financial audits across the contract term provide strong evidence of strengthened financial management and long-term fiscal stability.

Documents upload – financial challenge

File name: Financial Challenges.pdf
Uploaded: 08/28/2026 02:32 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

4. Organizational Performance

Status: Completed

Form Result

Organizational Performance

This section provides an opportunity to describe the organizational performance of the school. Schools should reference the evidence contained in the organizational section of the school's Renewal Performance Report and give context on the metrics contained therein. Schools may also submit evidence that is not contained in the Renewal Performance Report that enhances or explains the organizational performance of the school. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to the Renewal Performance Report. Please reference the specific Performance Framework measures to which the information applies, as appropriate.

(a)Provide a narrative on governing a school which prioritizes the interests of the public. Address the challenges encountered over the review period by the governing board with oversight and accountability on behalf of the school community. Include a discussion of how

the board holds school leadership accountable, and discuss the evaluation process the board uses to assess school leadership. Attach leadership evaluation templates, metrics, surveys or other evidence to support the leadership evaluation process as described. Do not attach evaluation of individual school leaders. Refer to the Renewal Performance Report in your discussion.

MAEF Public Charter Schools, Inc. governs ACCEL Academy in the public interest through transparent decision-making, academic accountability, responsible financial stewardship, legal compliance, and attention to the needs of students, families, employees, and the broader community. The governing board is responsible for ensuring that each school fulfills its mission and the expectations established in its charter contract and the Commission's Performance Framework.

During the review period, the board strengthened its oversight of the reporting and compliance responsibilities associated with operating an independent local education agency. Corrective measures included more regular compliance reporting to the board, specialized support for state and federal requirements, and clearer administrative responsibility for data verification, submission, and follow-up.

The board holds school leadership accountable by reviewing academic achievement, growth, attendance, enrollment, recurrent enrollment, graduation, College and Career Readiness, organizational compliance, financial performance, and progress on corrective actions. When performance concerns arise, the board requires management to identify the cause, propose a response, establish a timeline, and report progress.

The board conducts an annual evaluation of the Superintendent using a structured rubric aligned with charter performance expectations, board priorities, and the Superintendent's assigned responsibilities. The final submission should clarify whether the board formally evaluates any other executive leaders or whether those evaluations are conducted by the Superintendent.

- Academic performance, including achievement, growth, attendance, graduation, and College and Career Readiness;
- Organizational performance, including special-population services, student rights, safety, legal compliance, records, and state reporting;
- Financial stewardship, including budget management, liquidity, internal controls, audit results, and sustainability; and
- Leadership and organizational effectiveness, including strategic execution, talent development and retention, stakeholder engagement, and implementation of board directives.

The evaluation process should be supported by the adopted rubric, annual goals, interim performance reports, and documentation of board review. Stakeholder information may inform the evaluation when it is collected consistently and used in accordance with board policy.

Documents upload – school leader evaluation

File name:	School Leader Evaluation _Template_BoardEval FINAL (1).docx
Uploaded:	08/28/2026 02:23 PM
Uploaded by:	Nathan Adams

(b)Provide a narrative on creating a great place for employees to work and students to learn. Include a discussion on how employees are evaluated, supported, and their legal protections. Address staff turnover and efforts to recruit and keep high quality employees. As an attachment, provide retention rates for staff over the contract term. Include in the attachment a summary of whether staff left voluntarily or were asked not to return for each school year. Address student onboarding, students' rights once enrolled, and non-academic support in place for students. Refer to the Renewal Performance Report in your discussion. Provide supplementary documentation as needed.

ACCEL seeks to provide employees with clear expectations, regular feedback, professional support, fair employment practices, and the resources needed to serve students effectively. Instructional employees participate in scheduled professional learning, collaborative planning, coaching, and classroom feedback. Employee rights, leave, nondiscrimination, anti-harassment, grievance, and other workplace protections are addressed in the Employee Handbook. The school also requires background checks and other pre-employment screening required by law. During the review period,

the school received a Does Not Meet rating on the salary-schedule sub-measure because the salary schedule was not publicly posted. The revised response should identify when that issue was corrected and attach evidence of the current posting.

ACCEL recruits through professional networks, educator pipelines, community partnerships, online postings, referrals, and direct outreach. Retention strategies include coaching, professional development, collaborative planning, leadership opportunities, clear performance feedback, and attention to employee workload and support. The required staff-retention exhibit should report annual beginning and ending headcount, retention rate, voluntary departures, involuntary nonrenewal or terminations, and known reasons for separation. The narrative should be conformed to those verified results.

Student onboarding begins after admission and should include registration completion, records and transcript review, credit evaluation, diagnostic assessment, review of IEP, Section 504, and English-learner information, orientation to schedules and expectations, handbook acknowledgment, counselor assignment, and identification of nonacademic needs. Once enrolled, students retain the rights and protections applicable to public-school students, including nondiscrimination, due process, grievance rights, disability protections, and access to required services. Nonacademic supports include school counseling, external mental-health partnerships, a school-based therapist, health and nutrition services, MTSS, Child Find, special education in the least restrictive environment, mentoring, and community-school supports.

Documents upload – staff retention	File name:	Staff Retention Report for Charter Renewal.pdf
	Uploaded:	08/30/2026 10:57 AM
	Uploaded by:	Nathan Adams

(c)Provide a narrative on the educational program requirements necessary to operate a public school in Alabama. Address the challenges faced over the contract term in meeting these obligations. This includes requirements for special populations. Reference evidence from the Renewal Performance Report. Provide supplementary documentation as needed.

ACCEL must deliver the Alabama Course of Study, administer required assessments, maintain instructional-time and reporting requirements, protect student rights, serve special populations, and satisfy the academic, organizational, financial, health, safety, and governance obligations applicable to an Alabama public charter school. The Renewal Performance Report reflects substantial improvement in several student outcomes, together with continued concern regarding proficiency. In SY 2024-25, math proficiency was 2.72 percent and ELA proficiency was 21.95 percent. At the same time, annual student growth remained near 90 percent, the State Report Card increased from 58, an F, in SY 2022-23 to 80, a B, in SY 2024-25, graduation increased from 51.75 percent to 91.84 percent, and College and Career Readiness reached 95.92 percent.

For special populations and program compliance, monitoring identified issues involving MTSS documentation, standards alignment, equitable gifted identification, health records, transportation records, and publicly available English-learner information. The school reports that corrective actions were completed for the cited monitoring findings and that it maintained an overall Meets rating for Providing for Special Populations and Delivering the Educational Program. Because the English Learner sub-measure received Does Not Meet ratings, the final response should identify the revised handbook and website language, implementation date, staff responsibility, and evidence of current compliance.

Enrollment growth and improved student outcomes demonstrate demand for the model and increased organizational capacity. The final response should report academic and organizational results separately for each charter school and should explain how staffing, facilities, compliance systems, and student supports have been scaled to preserve quality as enrollment increased.

Documents upload – special populations

File name: Renewal (ELL).pdf
Uploaded: 08/30/2026 11:14 AM
Uploaded by: Nathan Adams

(d)Provide a narrative on providing a safe and positive learning environment. Address the challenges encountered over the review period in providing facility space for school operations, and actions taken to address those challenges. Include information on responding in case of an emergency. Refer to the Renewal Performance Report in your discussion. Attach supporting documentation.

ACCEL provides a safe and supportive learning environment through positive behavioral supports, trauma-informed practices, counseling and mentoring, health services, security, emergency planning, and consistent expectations for students and staff. Rapid enrollment growth created a significant facility-management challenge during the contract term, requiring the school to adjust space use and scheduling while maintaining appropriate instructional and support services.

State monitoring also identified health and transportation documentation issues. School leadership responded by updating records, strengthening review procedures, and aligning documentation with state requirements. The final submission should identify the date each corrective action was completed and the evidence confirming current compliance.

The school's Emergency Operations Plan addresses severe weather, medical emergencies, security threats, crisis response, communication, evacuation, reunification, and continuity of operations. Staff readiness is supported through required drills, training, after-action review, and periodic updates to the plan. The final response should also document authorized enrollment capacity, certificate-of-occupancy capacity, authorizer approvals, and the facility changes used to accommodate enrollment growth.

Documents upload – supporting evidence

File name: Network Safety Plan 26-27.pdf
Uploaded: 08/28/2026 03:18 PM
Uploaded by: Nathan Adams

(e)Provide a narrative on all outside accreditations obtained or sought with a description of how these accreditations fit into the school model. Evidence of specific accreditations appears in the supporting documentation section.

ACCEL holds Cognia accreditation. Following the accreditation engagement review conducted during the 2025-26 cycle, the school received an Index of Education Quality score of 250 and the status Accredited Needing Improvement.

The accreditation process supports ACCEL's continuous-improvement model by providing an external review of leadership, learning culture, instructional practice, learner engagement, and student results. Its findings are relevant to ACCEL's flexible model for over-age, under-credited, and previously disengaged students and inform the school's Alabama Continuous Improvement Plan.

ACCEL is using the review findings to strengthen curriculum management, classroom rigor, student agency, teacher inquiry, instructional coaching, and alignment between formative assessments and ACAP, ACT, and other summative measures. The final response should identify the improvement actions, responsible leaders, completion dates, monitoring measures, and the date or conditions for Cognia's next review.

(f)If applicable, provide a narrative on all improvement plans the school has been placed upon during the contract term (CSI, TSI, etc.). Include the rationale for being placed upon the plan, the length of the plan, steps the school has taken for improvement, and the outcomes from the plan. Attach supporting documentation.

During the contract term, ACCEL Academy was identified for Comprehensive Support and Improvement. The final narrative should state the identification year, the accountability measure or measures that led to identification, the duration of the plan, the exit criteria, and the school's current status.

ACCEL responded through a coordinated improvement strategy that included IXL intervention, instructional materials, classroom libraries, technology, a High School Advocate Counselor, PBIS, professional learning communities, instructional coaching, leadership development, dual enrollment, career credentials, academic field experiences, and transportation support.

The strongest renewal evidence will connect these activities to measured outcomes, including the increase in the State Report Card score, academic growth, the reduction in chronic absenteeism, graduation, College and Career Readiness, and any progress toward CSI exit criteria. The supporting exhibit should include the approved CSI plan, annual evaluation, current status, and outcome data.

Document Upload – school improvement plans	File name:	Consolidated - Title I, School Improvement.pdf
	Uploaded:	08/28/2026 02:20 PM
	Uploaded by:	Nathan Adams

(g)Provide a narrative on the non-financial findings from the most recent ALSDE Compliance Monitoring report. Address actions taken to be in compliance.

The 2024-25 ALSDE Compliance Monitoring Report identified nonfinancial findings involving health services, instructional standards and intervention documentation, gifted identification equity, and administrative procedures. ACCEL used the review to strengthen systems, clarify responsibility, and improve documentation and services.

In Health Services, reviewers found that three students authorized to self-carry asthma inhalers were storing them in the nurse's office. Nursing staff counseled the students regarding immediate access and medication responsibility. The school also expanded staff training on anaphylaxis, diabetes, seizures, and adrenal-insufficiency emergencies; organized health records and individualized health-care plans in PowerSchool; and established an annual health-services assessment for district leadership.

For instructional compliance, reviewers identified lesson plans using outdated Common Core terminology rather than the current Alabama Course of Study Standards. ACCEL implemented a standardized lesson-plan template, obtained staff acknowledgments regarding state standards, increased coaching and walkthroughs, and arranged state-supported training for the Problem Solving Team to strengthen intervention documentation and progress monitoring.

The report also identified underrepresentation of Black and Hispanic students in gifted services and a need for greater consistency in Classroom Instructional Support procedures. ACCEL developed an equity action plan addressing awareness, referral, screening, and identification, and district leaders documented their review of applicable Classroom Instructional Support requirements.

The final response should present these matters in a finding, corrective action, completion date, responsible owner, and verification format. This will demonstrate not merely that ACCEL responded, but that the corrective actions were completed, institutionalized, and monitored for continued compliance.

(h) If applicable, provide a narrative on mission specific operational goals. Please include how these goals are measured and how the school determines success. Provide evidence of success. This section is optional.

Element Review
Reviews is not provided

C) LOOKING FORWARD: Plans for the Renewal Term

1. Adjustments to the Performance Framework

Status: Completed

Form Result

Adjustments to Performance Framework

This section gives the school the opportunity to address and change aspects of the performance framework to reflect the means the school will use to measure success during the upcoming renewal term.

(a) Describe and state the rationale for any proposed changes in targets for the standardized academic performance measures as stated in the existing Performance Framework.

Accel Academy does not request any changes to the existing approved charter performance framework. The framework can be found below.

Academic Achievement (6-12) measures at the 6-8 grade levels the percent of students proficient on the ACAP Summative Assessment and, in grades 9-12, the percent of students proficient on the ACT. It sets a target of meeting or exceeding the performance of traditional public schools in the Mobile Area and commits to perform 10 percentage points above the national average for similar schools as a minimum expectation.

Academic Growth (6-12) measures the increase in achievement from one year to the next at the 6-8 grade levels using the ACAP and from the Pre-ACT to the ACT at the 9-12 grade levels. It sets a target of meeting or exceeding the performance of traditional public schools in the Mobile Area and commits to perform above the bottom 10 percent of schools in the Mobile area.

On-time Graduation (9-12) measures the number of students graduating in 4-years. It sets a target of graduating students at the federally established rate for traditional public schools and commits to perform five percentage points above the national average for similar schools.

Extended Graduation (9-12) measures the number of students graduating in 5 years. It sets a target of graduating students at the average rate of traditional schools in the Mobile area and commits to perform five percentage points above the national average for similar schools.

College and Career Ready (9-12) measures the number of students graduating with a college and career ready indicator in 4-years (per Alabama rules). This target mirrors the on-time graduation measure and thus commits to graduating 100% of students ready for college and careers.

Credit Earning (9-12) measures the number of students earning 6 or more high school credits annually and thus matriculating to the next high school grade level.

Chronic Absenteeism (6-12) measures the number of students missing 18 or more days. This target is set to meet the average performance of traditional schools in the Mobile area and sets a minimum expectation of five percentage points above the national average for similar schools.

Documents upload – supporting documentation	File name:	Performance Framework 26.27.pdf
	Uploaded:	08/26/2026 05:40 PM
	Uploaded by:	Nathan Adams

(b) Provide an explanation for any new or refined mission specific measures to be included in a revised Performance Framework. Include a discussion on any mission specific measures that have been removed. All mission specific measures should include at least one metric with an associated target, in order to measure school success.

Accel Academy does not request any changes to the existing approved charter performance framework. The framework can be found below.

Documents upload – supporting evidence	File name:	Performance Framework 26.27.pdf
	Uploaded:	08/26/2026 05:40 PM
	Uploaded by:	Nathan Adams

Element Review

Reviews is not provided

2. Changes to the School Model

Status: Completed

Form Result

Changes to the School Model

This section gives the school the opportunity to address and change aspects of the school model to reflect the anticipated needs during the upcoming renewal term. Substantive changes desired by the school, including, but not limited to, grade span served, program delivery, or target population may require additional data analysis and research-based evidence after the initial charter is renewed and before the new contract is finalized

(a)If applicable, provide changes to the school mission or vision statements.

No changes to the mission and vision.

(b)Describe and explain any desired changes to the student population served. This includes changes in the grade span, target community served, target student populations within that community, or substantive (+/- 25%) changes to enrollment targets. Please provide evidence to support the desired changes.

No changes to the student population.

Documents upload – supporting documentation	File name:	Renewal Holder.pdf
	Uploaded:	08/28/2026 03:29 PM
	Uploaded by:	Nathan Adams

(c)Describe and explain any desired changes to the academic program. This includes significant changes to curriculum, delivery methods or assessment methods. Include changes to the school schedule or calendar. Please provide evidence to support the desired changes. This section is optional.

n/a

(d)Describe and explain any desired changes to the governance structure. This includes changes to the size and composition of the governing board, the bylaws, or other governance policies. This section is optional.

n/a

(e)Describe and explain any desired changes to the staffing structure. This includes changes to school leadership, support personnel, and teaching staff. Attach a revised staffing chart.

n/a

Documents upload – supporting documentation	File name:	Renewal Holder.pdf
	Uploaded:	08/28/2026 03:29 PM
	Uploaded by:	Nathan Adams

(f)Describe and explain any desired changes to facilities. This includes new locations and expansions. Provide a timeline for desired expansion and supporting documentation if applicable.

n/a

(g)Describe and explain any desired changes to business services. This includes changes to food services or back-office support (bookkeeping, budgeting, federal programs, etc.).

n/a

(h)Describe and explain any desired changes to education service providers. This section is optional.

n/a

(i)Describe and explain any desired changes to the school model that has not been queried in the sections above.

n/a

(j)Provide a comprehensive financial analysis of the costs associated with making the desired changes outlined above, and the revenue streams available to finance these changes. Attach a preliminary budget summary for the first year of the renewal period.

n/a

Documents upload – preliminary budget

File name:

Renewal Holder.pdf

Uploaded:

08/28/2026 03:29 PM

Uploaded by:

Nathan Adams

Element Review

Reviews is not provided

D) Exhibits

1. Enrollment Projections

Status: Completed

Form Result

Enrollment Projections

Please attach enrollment targets by grade level over the renewal period. Include minimum and maximum bounds for enrollment.

Documents upload- Enrollment
Bounds & Targets

File name: Enrollment Projections.pdf
Uploaded: 08/27/2026 01:53 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

2. Audited Financials

Status: Completed

Form Result

Please attach the three most recently completed financial audits

Documents upload- Audit

File 1

File name: AccelAuditFY24.pdf
Uploaded: 08/27/2026 05:58 PM
Uploaded by: Nathan Adams

File 2

File name: AccelAudit23.pdf
Uploaded: 08/27/2026 05:58 PM
Uploaded by: Nathan Adams

File 3

File name: AccelAudit22.pdf
Uploaded: 08/27/2026 05:58 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

3. Substantive Donations and Grants

Status: Completed

Form Result

Please attach a list of all substantive donations and grants over the contract term (\$20,000 or more in a fiscal year). Include the donor, amount, restrictions, fiscal year received, and time period if applicable.

File name: Book1.xlsx
Uploaded: 08/27/2026 06:04 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

4. Substantive Loans and Lines-of-Credit

Status: Completed

Form Result

Please attach a list of all substantive loans and lines-of-credit over the contract term (\$50,000 or more in a fiscal year). Include the lender, amount, fiscal year received, and dedicated revenue streams for repayment.

File name: 4. Substantive Loans and Lines-of-Credit.pdf
Uploaded: 08/27/2026 06:23 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

5. Substantive Ongoing Contracts

Status: Completed

Form Result

Please attach a list of all substantive ongoing contracts over the contract term (\$50,000 or more in a fiscal year, continuing services). Include the vender, service, yearly amount, and date started.

File name: Coastal Security.pdf
Uploaded: 08/27/2026 06:17 PM
Uploaded by: Nathan Adams

Element Review

Reviews is not provided

6. Alabama Continuous Improvement Plan

Status: Completed

Form Result

Please upload the most recent Alabama Continuous Improvement Plan

File 1
File name: HS ACIP (1).pdf
Uploaded: 08/24/2026 12:55 PM
Uploaded by: Nathan Adams

File 2
File name: MS ACIP (1).pdf
Uploaded: 08/24/2026 12:55 PM
Uploaded by: Nathan Adams

Element Review
Reviews is not provided

7. Student Incident Reports

Status: Completed

Form Result

Please upload all SIR reports over the contract term for each location.

File 1
File name: 25.26 SIR (1).csv
Uploaded: 08/24/2026 12:56 PM
Uploaded by: Nathan Adams

File 2
File name: 24.25 SIR (1).csv
Uploaded: 08/24/2026 12:56 PM
Uploaded by: Nathan Adams

File 3
File name: 23.24 SIR (1).csv
Uploaded: 08/24/2026 12:56 PM
Uploaded by: Nathan Adams

File 4
File name: 22.23 SIR (1).csv
Uploaded: 08/24/2026 12:56 PM
Uploaded by: Nathan Adams

Element Review
Reviews is not provided

8. Compliance Monitoring Report

Status: Completed

Form Result

Please upload the most recent Alabama State Department of Education Compliance Monitoring Report.

Documents upload – Compliance Monitoring Report

File 1	
File name:	ACCEL Academy Clearance Letter 11-05-2025.docx.pdf
Uploaded:	08/24/2026 12:57 PM
Uploaded by:	Nathan Adams
File 2	
File name:	ACCEL SummaryFindings_2025-11-05-09-15-10-780 (1).pdf
Uploaded:	08/24/2026 12:57 PM
Uploaded by:	Nathan Adams

Element Review
Reviews is not provided

9. Accreditations

Status: Completed

Form Result

Please upload evidence of all current accreditations obtained by the school and its staff.

Documents upload – Active Accreditations

File name:	Acceleration Day and Evening Academy (AL) 310722 Accreditation Engagement Review Report (1).pdf
Uploaded:	08/24/2026 12:57 PM
Uploaded by:	Nathan Adams

Element Review
Reviews is not provided