



THE OFFICE OF THE SUPERINTENDENT

160 S. Hollywood Street • Memphis, TN 38112 • (901) 416-5444 • Fax (901) 416-6374 • www.scsk12.org

Dorsey E. Hopson, II
Superintendent

June 1, 2016

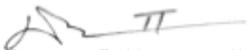
It is with great excitement that Shelby County Schools releases its first annual Charter Schools Report. Given the burgeoning charter schools sector in Shelby County, we recognize the need to ensure that our families and the public at large have a better understanding of the opportunities and challenges facing our charter schools and community as a whole. To that end, I want to be very clear with stakeholders about the purpose and spirit of this report.

My hope is that this report will give our parents and families clear information on the performance of our charter schools along a number of important dimensions so that they can make more informed choices about the education of their children. Along with our annual report released in November 2015, I believe the Charter Schools Report will help further underscore my administration's commitment to transparency and public accountability as it relates to the quality of education in Shelby County.

The spirit of this report reflects both the Board's and administration's belief that all of our charter schools are, in fact and in belief, Shelby County schools and that some of the historic challenges between the District and its charter sector can be overcome through improved relationships and a shared commitment to informing our community. As evidence of this, I want to take this opportunity to commend our Board on its recently passed "District/Charter/Multi-Operator Compact for Quality Schools," which illustrates our pledge to deepen the District's relationship with our charter sector. We believe this path of collaboration is in the best interest of our school district and best serves all students and families in Shelby County.

I hope you find this report informative and valuable. Moreover, I hope you will take the time to give us feedback on how the report can be improved in the future so that we can model the kind of continuous improvement ethic that we want all of our educators and students to demonstrate.

Sincerely,



Dorsey E. Hopson, II

**Shelby County Charter Schools:
2016 Annual Report**

Executive Summary

Over the past decade, the charter sector in Shelby County has grown rapidly in terms of the number of schools and students enrolled. In the 2015-16 school year, 45 District-authorized charter schools are slated to serve 12,200 students – more than 10 percent of all children enrolled in Shelby County Schools (SCS). Given the increasingly prominent role that these schools play in our education landscape, it is incumbent upon SCS as a charter authorizer to ensure that all schools, including charters, meet rigorous standards and offer Shelby County families high-quality educational options.

This report is intended to serve primarily as an information resource for parents, students, educators and other community stakeholders regarding SCS charter school performance and trends. (This report does not include performance data for charter schools in the Achievement School District (ASD), as this is a separate charter authorizer from SCS). The sections that follow provide information on SCS charter school academic performance, enrollment trends and student behavior. When comparing charter sector performance to that of traditional SCS schools in these areas, each sector demonstrates bright spots as well as areas for improvement. However, a key finding is that charter performance varies by school, and there are a number of ways that the District can improve its practices as an authorizer to ensure all schools meet a specific threshold of quality.

Subsequently, this report also identifies opportunities for improvement in the collective efforts of District and charter leaders to support SCS' Destination 2025 strategic plan. Adopted by the Shelby County Board of Education in January 2015, the plan establishes ambitious goals for SCS students, namely that by 2025, 80 percent of seniors graduate college- or career-ready, 90 percent of students graduate on time, and 100 percent of college- or career-ready graduates enroll in post-secondary opportunities. The presence of effective charter schools assists us in providing more high quality school options for families, which is a critical part of SCS' Destination 2025. In order to improve collaboration with charter schools as it relates to student outcomes, SCS recommends the following changes in practice and policy:

- Enact a **charter compact** that outlines shared commitments of District and charter leadership, as well as corresponding responsibilities to meet these commitments.
- Establish a common **school performance framework** that provides community stakeholders with standard student outcomes data for all SCS charter and traditional schools.
- Implement an **operations score card** that assesses charter performance in terms of non-academic operations, such as fiscal responsibility and compliance with applicable state and federal laws.

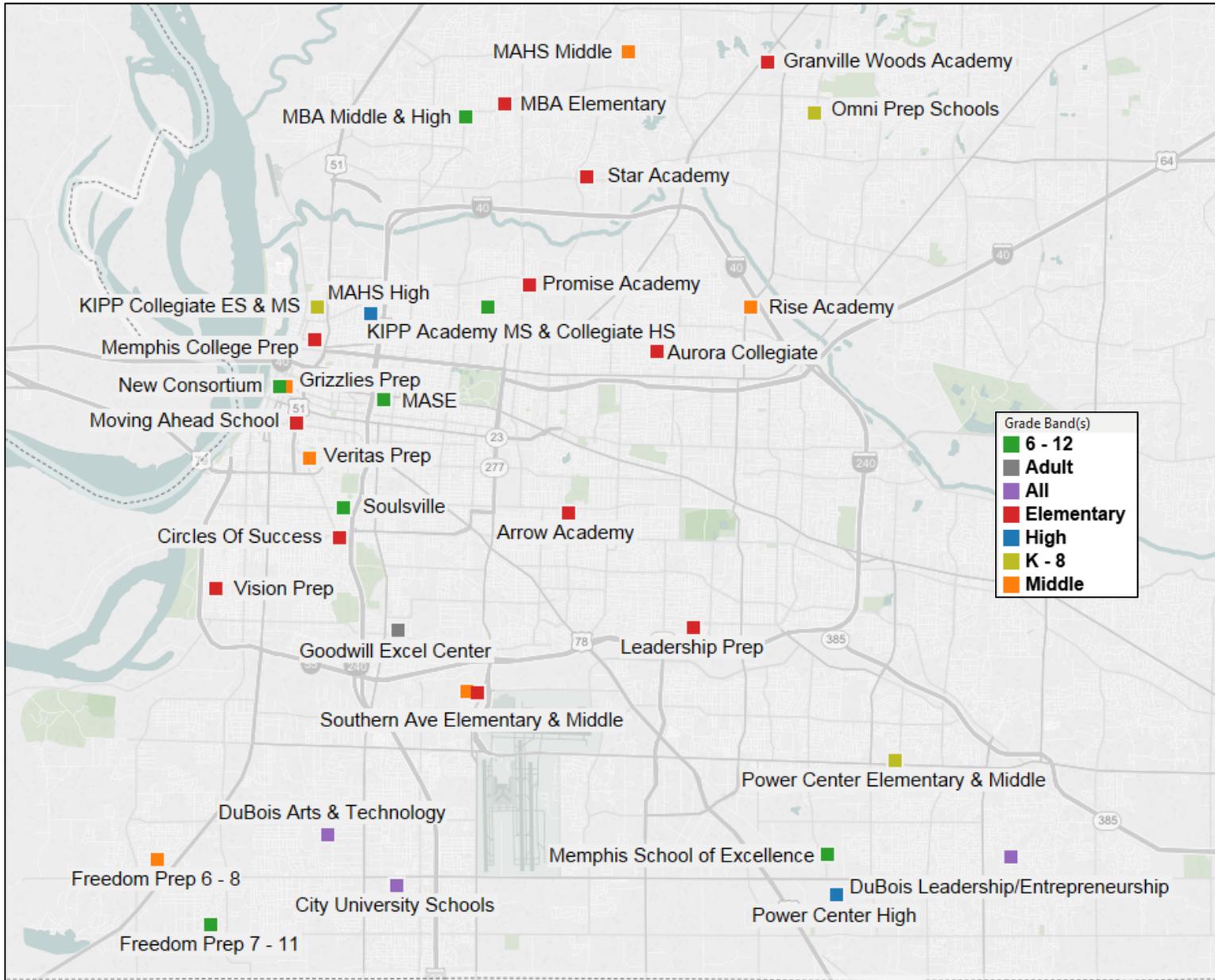
With ambitious student goals on the horizon, the Office of Charter Schools will implement a rigorous evaluation process and set necessary benchmarks to assist the District's charter sector in reaching the top 25 percent in student achievement in Tennessee by 2025. We will hold high standards for charter approval, reauthorization and revocation when necessary to ensure that every charter school provides Shelby County families with a high-quality school option committed to college- and career-readiness.

**Shelby County Charter Schools:
2016 Annual Report**

Table of Contents

| | |
|---|-----------|
| Map of Current SCS Charter Schools | 3 |
| Academic Performance | 4 |
| Student Enrollment | 9 |
| Student Behavior | 13 |
| Improving Authorization Practices and Policies | 15 |
| Charter Compact | 15 |
| School Performance Framework | 16 |
| Operations Score Card | 17 |
| The Road to Destination 2025 | 18 |
| Appendix A: 2015-16 Charter School Directory | 19 |
| Appendix B: Notes on Regional Analysis | 20 |
| Appendix C: Draft Charter Compact | 22 |
| Appendix D: Operations Score Card | 26 |

**Shelby County Charter Schools:
2016 Annual Report**

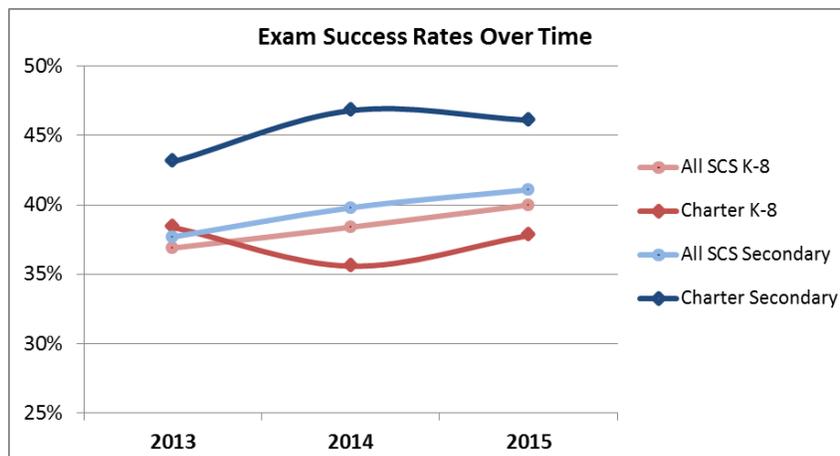


**Shelby County Charter Schools:
2016 Annual Report**

Academic Performance

In terms of overall school quality, SCS' charter sector includes seven schools that earned Reward status in 2015 because they are among the top 5 percent of schools in Tennessee for student growth. These schools are KIPP Memphis Academy Middle, Memphis Business Academy (MBA) Elementary, Middle and High, Power Center Middle and High, and STAR Academy. They comprised 20 percent of all SCS Reward schools and 18 percent of all charter schools in 2014-15. Conversely, three charter schools are currently in Priority status because they are among the bottom 5 percent of schools in Tennessee for student proficiency. They are Southern Avenue Middle, Omni Prep Lower and Omni Prep Middle; a fourth school, City University Boys Prep was on the Priority List in 2014 but was one of two SCS schools to exit the list in 2015 for strong improvement. These schools comprise roughly 10 percent of both the charter sector and all SCS Priority schools.

As a sector, SCS charters have had fairly stable proficiency over the past three years albeit less improvement than SCS as a whole. The exam success rates¹ below show charter sector performance compared to SCS at-large by grade band. Success rates for schools in the K-8 grade band show that the charter sector has lost ground compared to SCS at-large recently. As of 2015, the charter K-8 success rate is 37.8 percent compared to 40.0 percent for all K-8 SCS schools. However, charter 6 – 12 and high schools in the secondary grade band have consistently outperformed SCS as a whole. The charter secondary exam success rate has been five to seven points higher than for SCS at-large over the past three years.



Yet achievement outcomes vary by individual charter school as they do for individual traditional schools. The following graphs show success rates for all K-8 and secondary charters that had achievement data in 2015 compared to the District as a whole and to other traditional schools in the same geographic region as each charter.² Whereas District success rates reflect the collective performance of all SCS schools in a given grade band, regional success rates are intended to reflect the performance of charters and

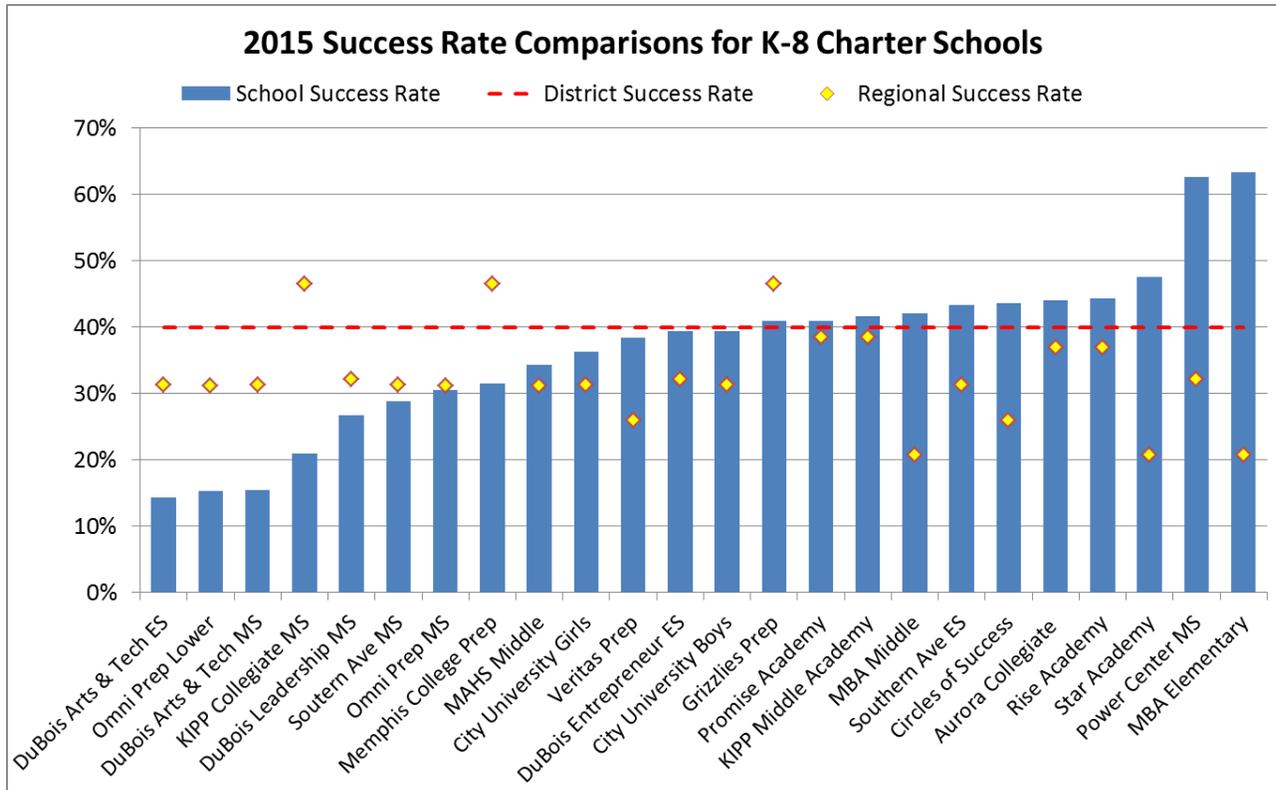
¹ Exam success rate is defined as the total number of TCAP & EOC test results that were proficient or advanced divided by the total number of TCAP & EOC tests taken in a given year.

² Details on the specific schools included in each regional rate are provided in an appendix to this report. There are ten different Shelby County regions included: Downtown, Summer Corridor, Frayser, Hickory Hill, Nonconnah Corridor, North Memphis, Raleigh, South Memphis, Southwest Memphis and the University of Memphis area.

**Shelby County Charter Schools:
2016 Annual Report**

traditional schools in similar neighborhoods with similar student demographics. Regional comparisons may also be useful for families weighing different options within their geographic communities.

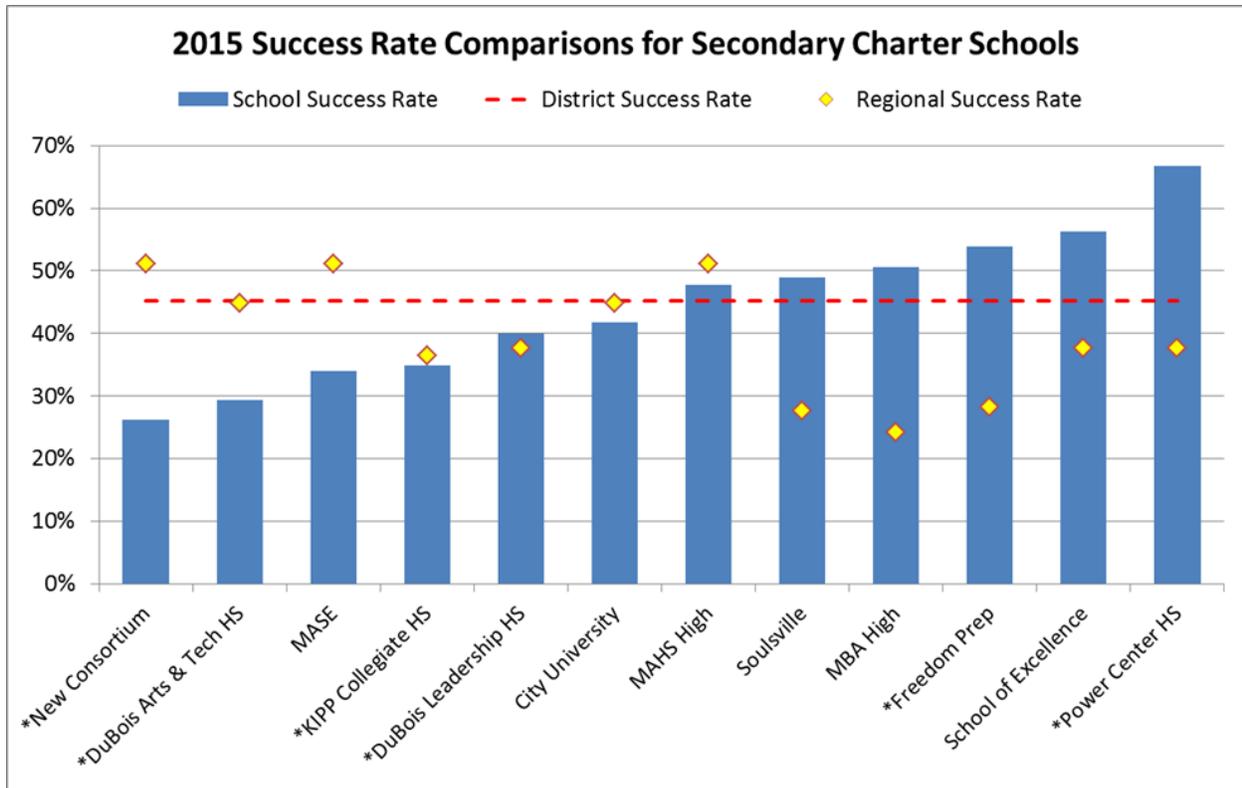
In the K-8 grade band, 11 out of 24 schools (46 percent) had higher success rates than the District rate in 2015, and 15 (63 percent) had higher rates than other schools in their region. Two schools—Power Center Middle and MBA Elementary—had proficiency rates exceeding 60 percent and are close to reaching the top 25 percent in achievement in Tennessee. (In 2015, the threshold for the top 25 percent was a proficiency rate of 65 percent for K-8 schools.)



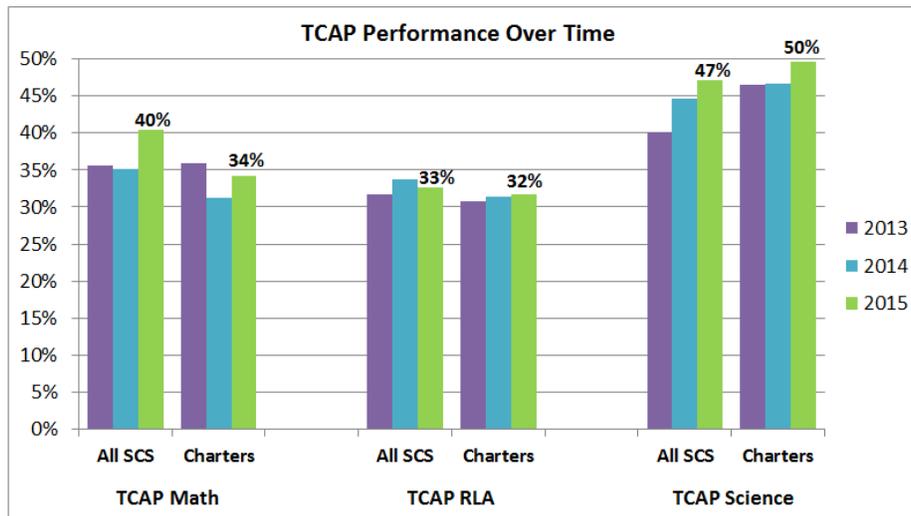
Among secondary charter schools, six out of 12 (50 percent) met or exceeded the District success rate³ in 2015, and six had higher success rates than other secondary schools in their region. One school—Power Center High—achieved a success rate exceeding 60 percent and is close to reaching the top 25 percent in achievement in Tennessee.

³ For secondary (K-12) schools, the success rate incorporates a school’s exam success rate for the 2014-15 school year as well as a school’s graduation rate for the 2013-14 school year. Schools that did not have any cohorts of 12th graders eligible for graduation in 2013-14 are denoted with an asterisk in the success rate chart for secondary schools.

**Shelby County Charter Schools:
2016 Annual Report**

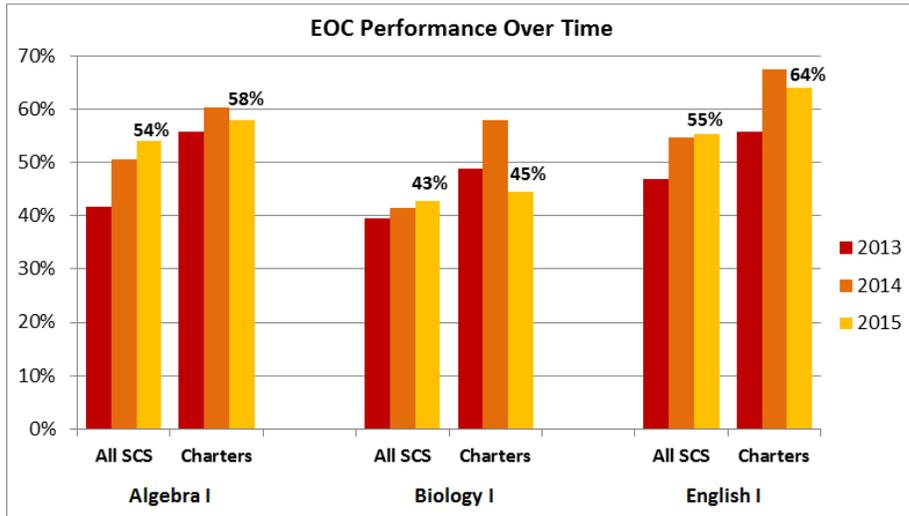


Proficiency rates for specific TCAP and EOC subjects largely mirror the overall success rate trends for K-8 and secondary schools. When comparing TCAP results for grades 3 – 8, SCS at-large has outperformed the charter sector for the past two years. The District’s aggregate TCAP math proficiency rate in 2015 was 40 percent - six points higher than that of charter schools. In TCAP Reading & Language Arts (RLA), the District and charter sector have both remained flat with similarly low proficiency rates, which speaks to a persistent need for early literacy support in SCS. Finally, in TCAP Science, the charter sector has achieved a higher proficiency rate than SCS at-large each of the past three years; however, the District has begun to close the gap in performance with significant year-over-year improvements.

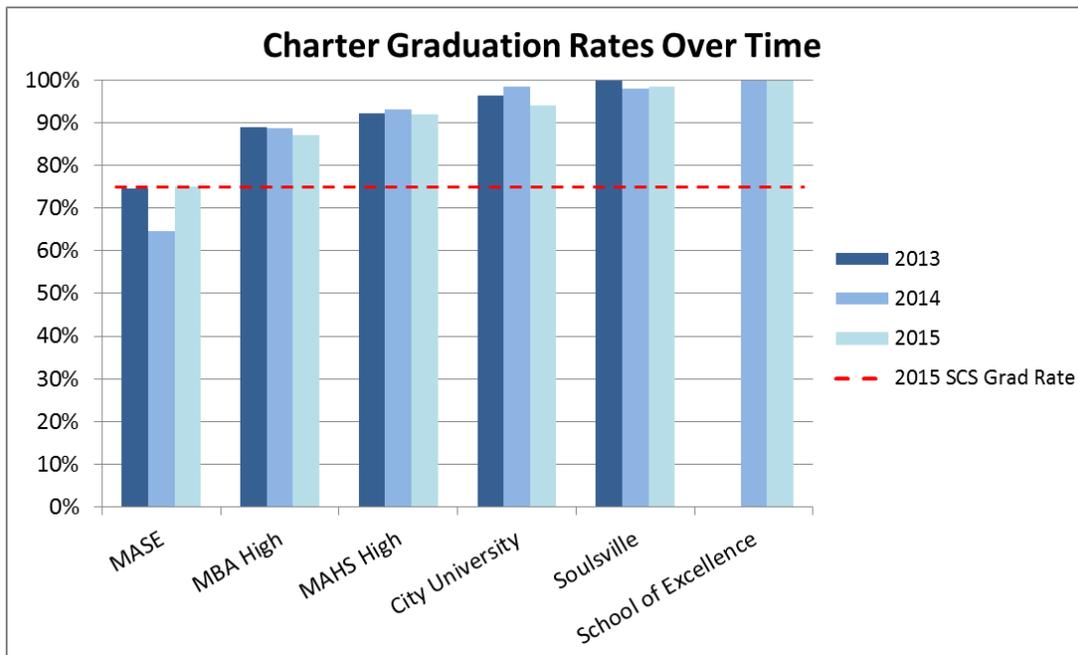


**Shelby County Charter Schools:
2016 Annual Report**

For each of the entry-level EOC subjects below, the charter sector has had higher proficiency rates than SCS at-large for the past three years. However, the charter sector declined in each of these subjects between 2014 and 2015 while the District as a whole improved.

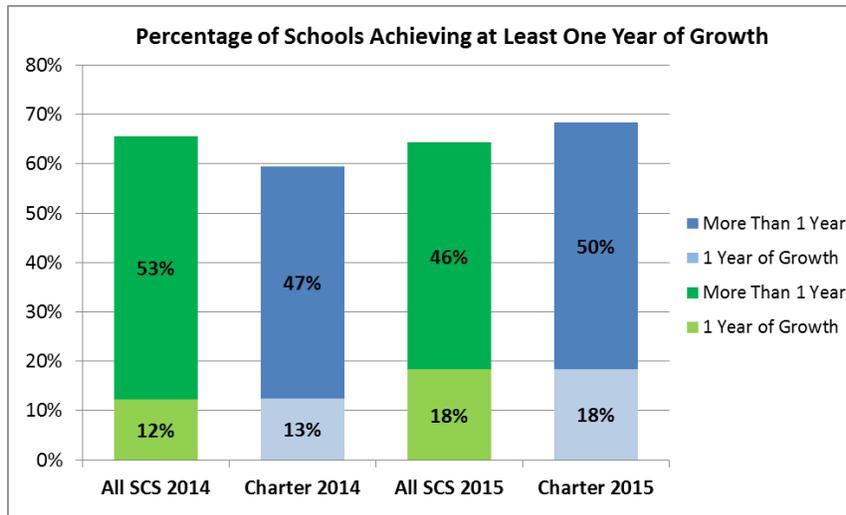


In 2014-15, half of SCS' secondary charter schools had four-year student cohorts eligible for graduation. All six of these schools met or exceeded the district-wide graduation rate in 2015, and four schools achieved graduation rates of 90 percent or higher, meaning they are already achieving one of the ultimate goals of Destination 2025. Thus, some of our secondary charter schools are delivering as high-quality options in this regard and can be invaluable in helping SCS at-large identify strategies, resources and supports that can improve graduation outcomes for students throughout the District.



Shelby County Charter Schools: 2016 Annual Report

In addition to proficiency and graduation data, school outcomes can be measured in terms of student growth, or TVAAS. For the past two years, 60 – 70 percent of charter schools and all SCS schools have achieved at least one year of academic growth with students and roughly half of schools in both groups have achieved more than a year of growth during a given school year. However, charter schools have demonstrated more improvement in this outcome. Whereas the percentage of all SCS schools with at least one year of growth remained steady between 2014 and 2015, the percentage of charter schools that reached this benchmark increased from 60 percent to 68 percent in 2015.

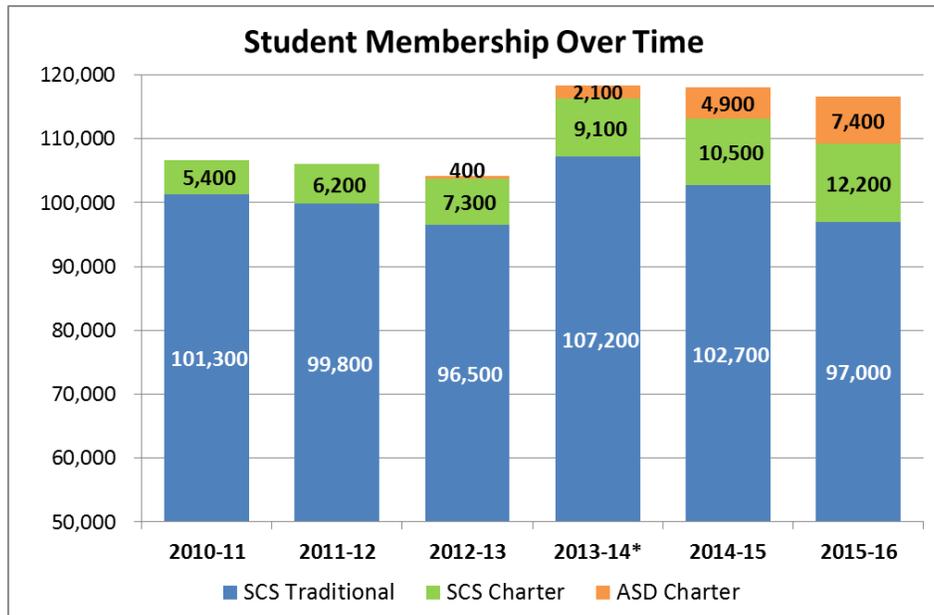


In summary, there are notable bright spots in SCS’ charter sector performance, specifically in terms of strong high school (EOC) performance and graduation outcomes. Yet as the charter student population grows in Shelby County, the District must improve its authorization structures to ensure that all SCS charters are continuously improving and providing communities with high-quality school options on a consistent basis.

**Shelby County Charter Schools:
2016 Annual Report**

Student Enrollment

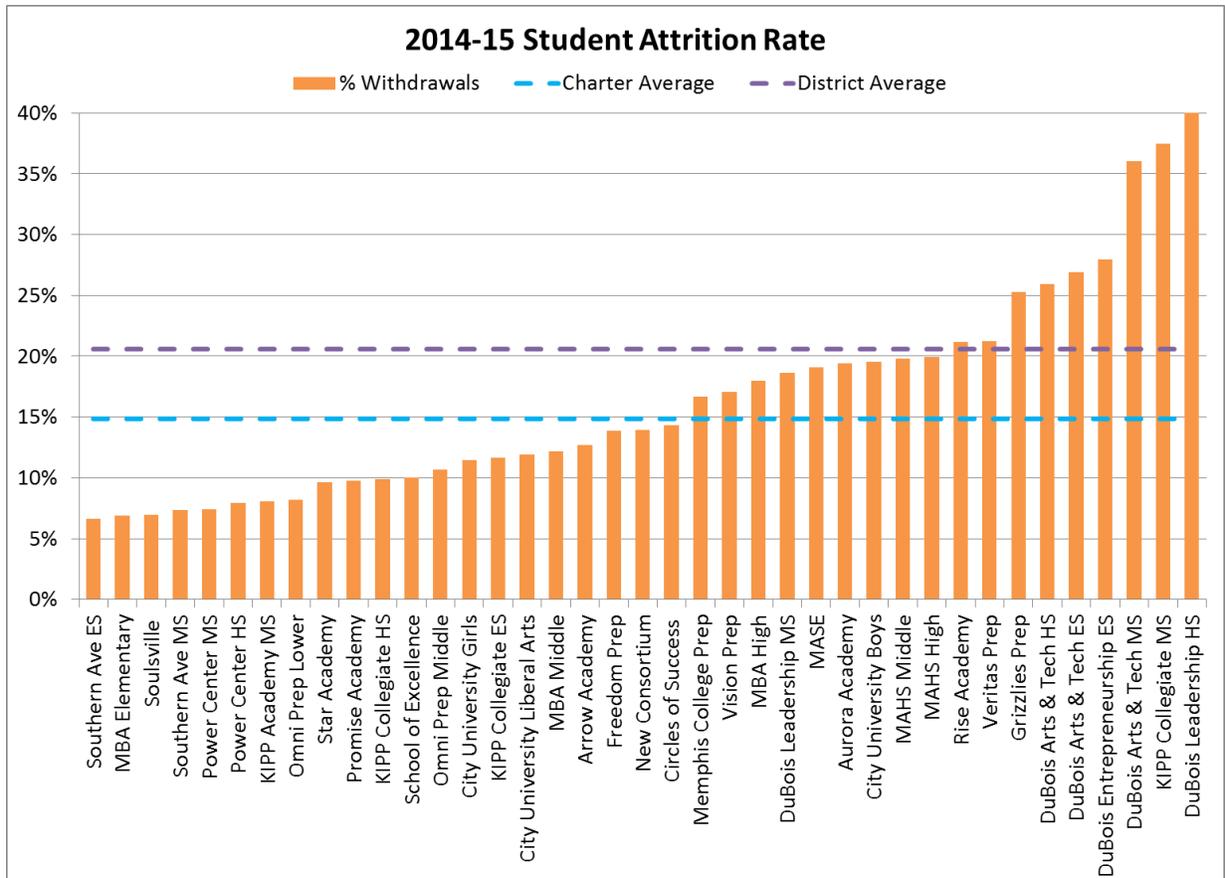
Over the past five years, the number of students enrolled in SCS charter schools has more than doubled, as has enrollment in charter schools in the state-run Achievement School District (ASD). Should current trends continue, one in five SCS students could be attending charter schools by 2020 with total enrollment exceeding 20,000. During the 2015-16 school year, more than 12,000 students have enrolled in 45 SCS charters, and another 7,400 have enrolled in 22 ASD charters in the Memphis area. SCS has authorized an additional 10 schools to open in subsequent years.



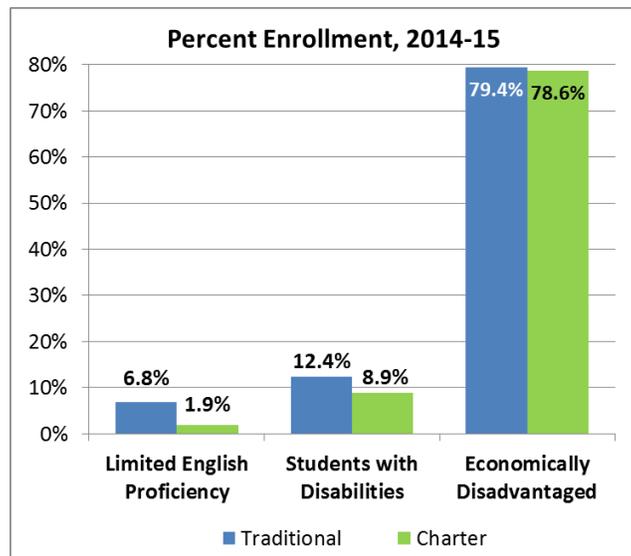
**Traditional school enrollment does not include students at current municipal schools*

As a group, SCS charters have a lower student attrition rate than traditional District schools. In 2014-15, only 15 percent of charter students withdrew during the year compared to nearly 21 percent of students in traditional schools. Eleven charters (28 percent of the sector) had attrition rates below 10 percent, signifying particularly strong retention outcomes for students. Conversely, seven charters (18 percent) had attrition rates exceeding 25 percent, meaning at least one in four students left before completing the school year. While there is room to improve for charters with the highest attrition rates, the sector as a whole demonstrates stronger stability and retention outcomes with students than commonly expected.

**Shelby County Charter Schools:
2016 Annual Report**

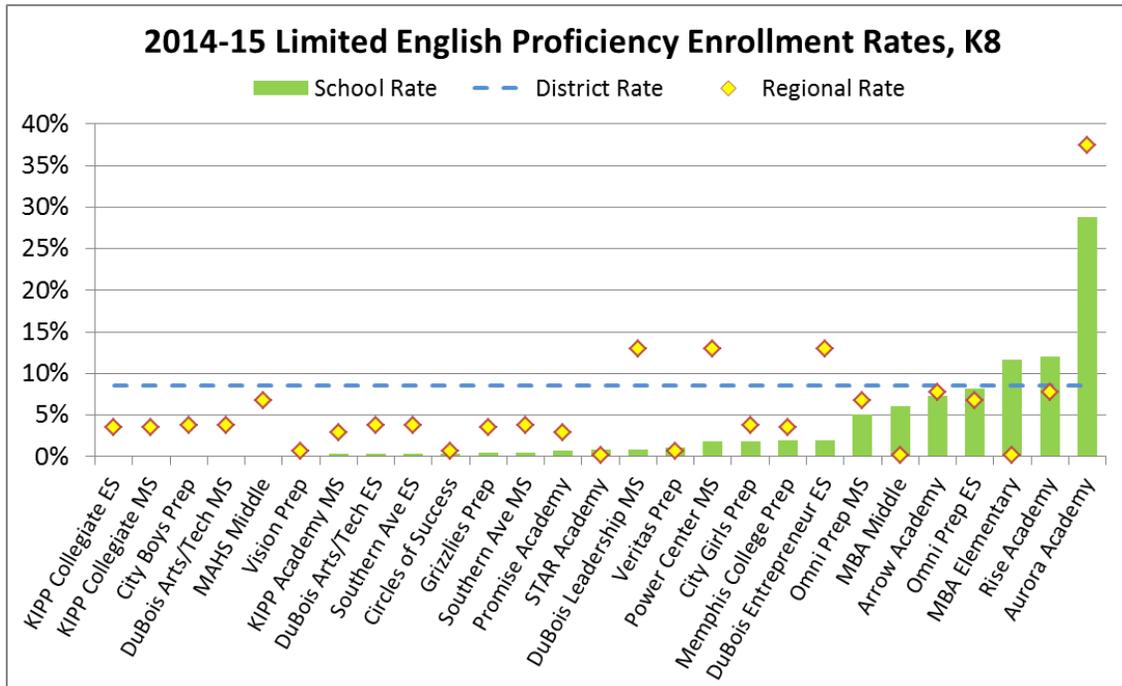


Although charter schools now serve families and communities throughout the District, they are currently enrolling a smaller percentage of students with limited English proficiency (LEP) and students with disabilities (SWD) than traditional schools. In 2014-15, 12.4 percent of students enrolled in traditional schools had disabilities compared to 8.9 percent of charter students. Traditional schools also enrolled LEP students at a rate three times higher than that of charters. However, both sectors enrolled a similar percentage of students who are economically disadvantaged.

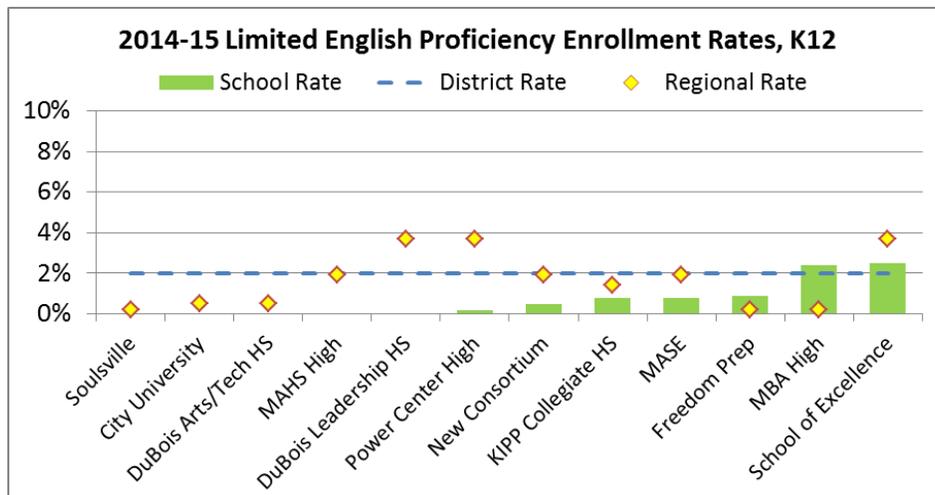


**Shelby County Charter Schools:
2016 Annual Report**

As with other student trends in this report, LEP and SWD enrollment vary by school and region. In the K-8 charter sector, only four of 27 charter schools (15 percent) met or exceeded the district-wide LEP enrollment rate. Eleven charters (41 percent) were within at least two points of the regional LEP enrollment rate, which ranged from 0.2 percent to 37.4 percent. This large range reflects the geographic nature of many LEP populations in Shelby County. Given that LEP students are more heavily concentrated in a few regions, this may help explain some disparities in enrollment between charter and traditional sectors.

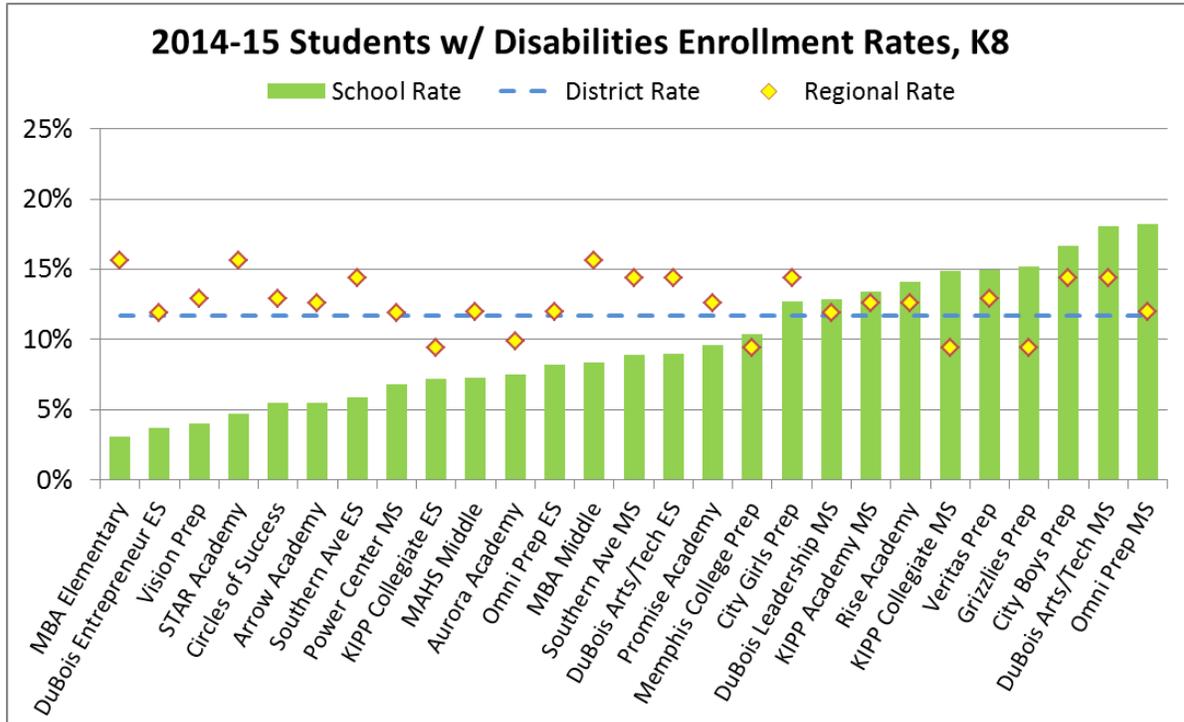


At the secondary (K-12) level, only two percent of all students were classified as having limited English proficiency in 2014-15; therefore, differences in enrollment rates were not as pronounced between charter and traditional schools or between regions. The two schools with the highest LEP enrollment were Memphis Business Academy High and Memphis School of Excellence, where 2.5 percent of students had limited English proficiency.

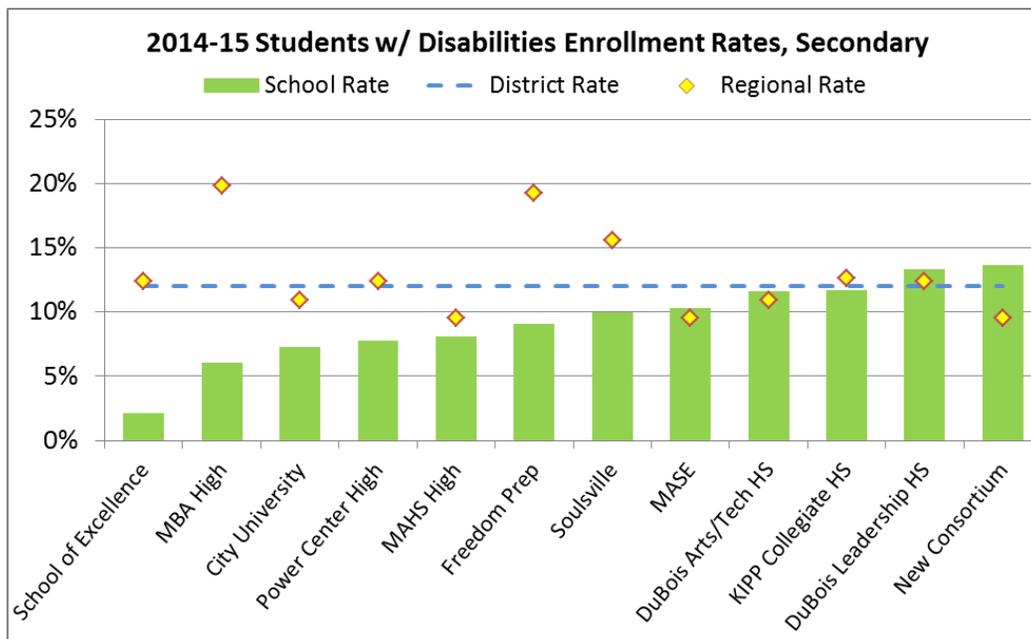


**Shelby County Charter Schools:
2016 Annual Report**

When comparing enrollment rates for students with disabilities, 11 of 27 K-8 charter schools (41 percent) met or exceeded the regional rate and/or the district rate in 2014-15. At the other end of the spectrum, seven charter schools enrolled students with disabilities at less than half the district rate during the 2014-15 school year. These are the seven schools with the lowest SWD enrollment rates on the chart that follows, and their rates range from 3.1 to 5.9 percent.



At the secondary level, four charter schools (33 percent) met or exceeded regional SWD enrollment rates in 2014-15. Only two schools (17 percent) exceeded the district enrollment rate in this grade band.

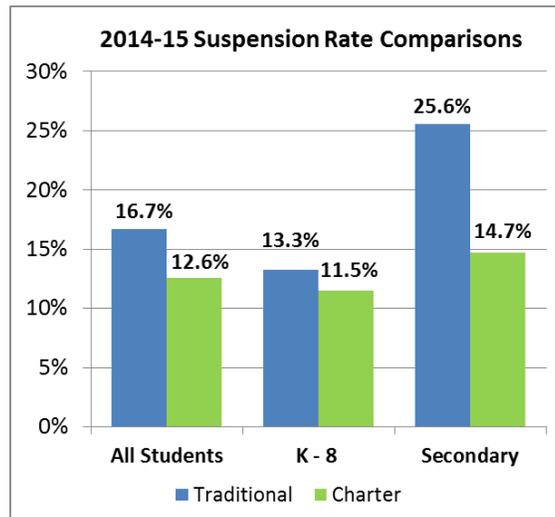


**Shelby County Charter Schools:
2016 Annual Report**

SWD and LEP enrollment disparities reflect a common pattern among charter-authorizing districts that may result from a variety of factors. In order to address these disparities, District and charter leaders are developing a compact that includes a commitment to serving all students regardless of need.

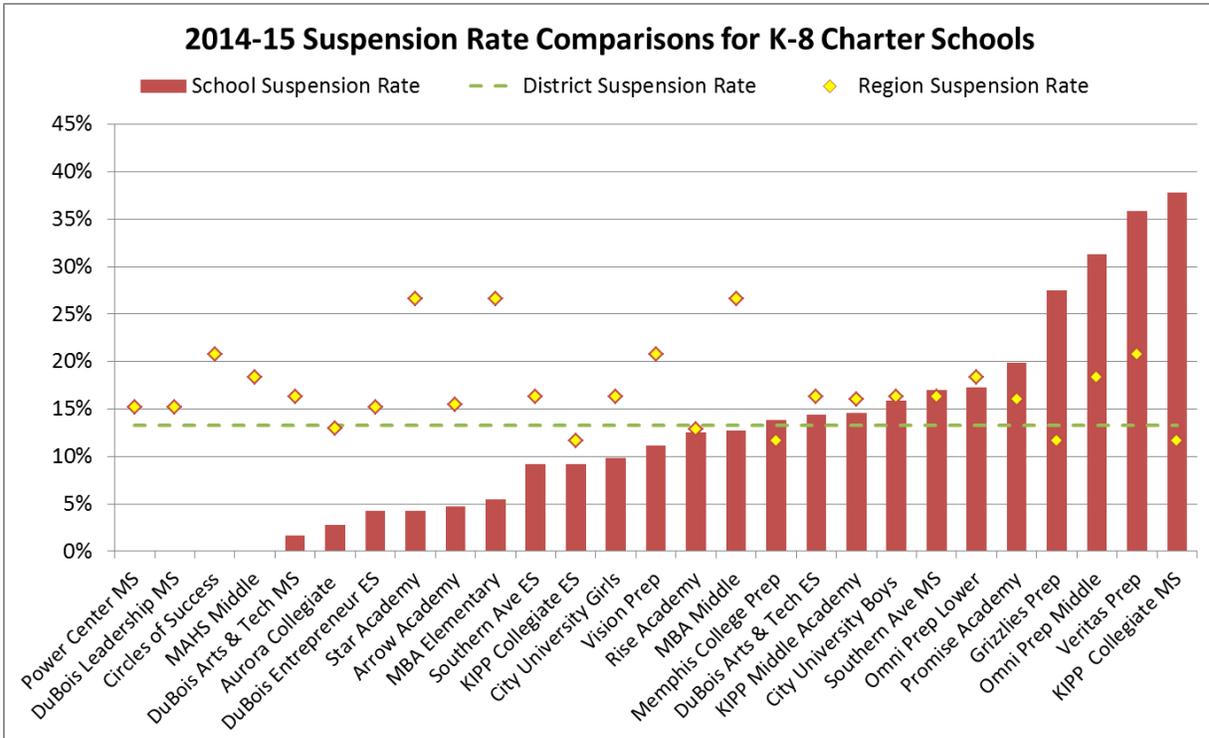
Student Behavior

Maintaining low suspension and expulsion rates is key to students’ academic success in terms of maximizing instructional time and ensuring a larger number of students have a consistent path to high school graduation. The charter sector’s success in this area should serve as an exemplar for the District at-large and offers an opportunity for further collaboration. Yet as with traditional SCS schools, suspension and expulsion outcomes vary by individual school.

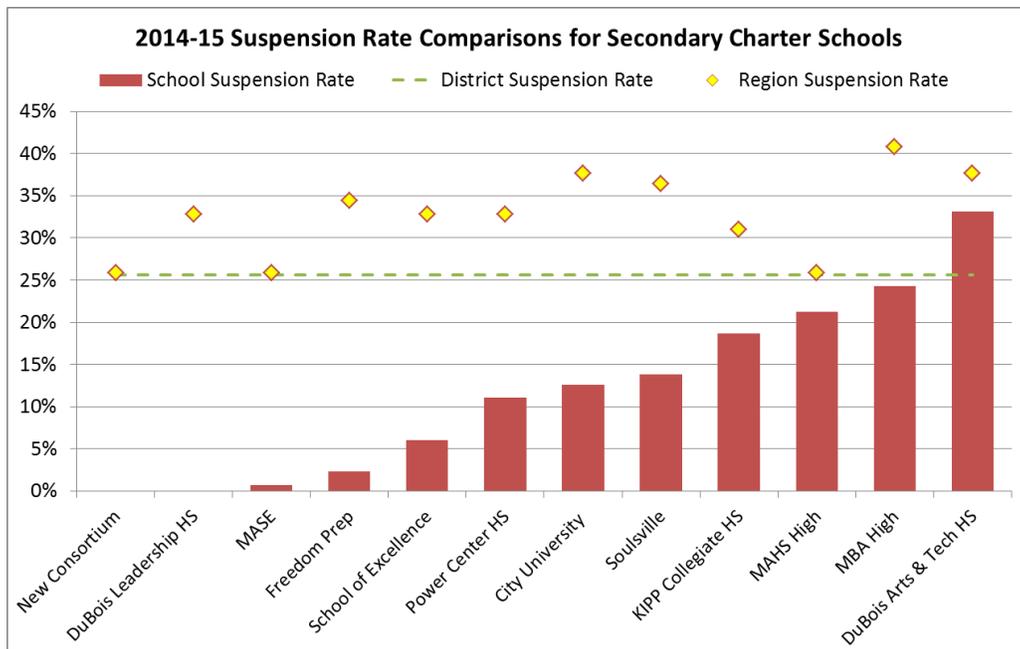


The following graphs show suspension rates for all K-8 and secondary charter schools during the 2014-15 school year as compared to regional and district-wide rates. In the K-8 grade band, 15 out of 26 schools (58 percent) had lower suspension rates than the District rate in 2014-15 and 19 (73 percent) had lower rates than other schools in their region. Four schools—Power Center Middle, DuBois Middle School of Leadership & Public Policy, MAHS Middle and Circles of Success—had suspension rates of 0 percent in 2014-15. Four other schools—Grizzlies Prep, Omni Prep Middle, Veritas Prep and KIPP Collegiate Middle—had suspension rates exceeding 25 percent.

**Shelby County Charter Schools:
2016 Annual Report**



Overall, the charter suspension rate for secondary schools is nearly ten points lower than in traditional secondary schools and only one school—DuBois High School of Arts & Technology—exceeded the District rate in 2014-15. All secondary schools had lower suspension rates than other schools in their region. While these trends are consistent with strong academic performance, the District will also review the data to ensure that schools are meeting state reporting requirements and not underreporting suspension incidents. SCS may also explore other behavior measures in the future to provide more context for these trends.



**Shelby County Charter Schools:
2016 Annual Report**

Improving Authorization Policies and Practices

To attain the student outcomes that will catapult SCS' charter sector into the top 25 percent for student achievement in Tennessee and truly expand high-quality options for students, the Office of Charter Schools has identified specific opportunities for improving our authorizer policies and practices. These recommendations have been affirmed by the National Association of Charter School Authorizers (NACSA) during an evaluation of Shelby County's authorizer practices in the fall of 2015.

RECOMMENDATION 1: ENACT A COMPACT WITH OUR CHARTER SCHOOLS

In partnership with SCS charter leaders, the Board recently approved a framework that outlines guiding principles and shared commitments for the District and its charter operators. This framework will drive the process for creating a compact between SCS leadership and charter schools with the purpose of improving student outcomes and the quality of collaboration between organizational entities.

The shared values and guiding principles of the framework for creating a charter compact are as follows:

- All Shelby County students can learn and achieve to meet and even exceed the high expectations of our community and the educational standards of our State.
- All students in Shelby County deserve adequate and appropriately distributed resources in support of their learning and development.
- All students should have caring, well-trained, highly qualified and effective teachers, school leaders and other school personnel.
- Through public and community partnerships, we must work in concert to support the growth, development and success of our children.
- Our system of schools can be high-performing, accountable, and transparent

The framework then identifies three major areas for shared commitment that charter and District leaders will articulate in the eventual compact including: 1) accountability, transparency and access to resources; 2) strategic partnerships; and 3) access to high-quality school options. The joint collaboration on and approval of the framework is a critical step in improving collaboration and partnership between SCS authorizer and charter leaders.

A full version of the approved compact framework is available in an appendix to this report.

**Shelby County Charter Schools:
2016 Annual Report**

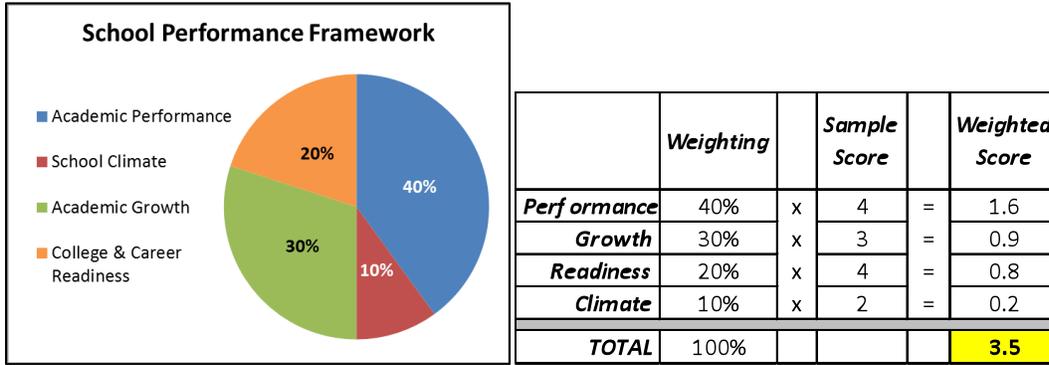
RECOMMENDATION 2: ESTABLISH A COMMON SCHOOL PERFORMANCE FRAMEWORK

Through the leadership of a committee of charter partners and district principals, SCS is in the process of developing a common School Performance Framework (SPF) to improve community knowledge of all of our school options. SCS will share standard school performance data for the purposes of promoting continuous improvement in all schools, providing families with accurate data on educational quality to inform their school choices, and holding all schools accountable for delivering strong student outcomes. Although this SPF is still in draft form (and may change as we gather more input), the proposed data components and weightings are as follows:

- **Academic Performance (40 percent)** – Academic performance is calculated with student proficiency rates for reading/language arts, math and science for all students and for each subgroup (such as ELL and economically disadvantaged students) at a given school. We propose that this measure be weighted most heavily given its importance to student outcomes.
- **Academic Growth (30 percent)** – Academic growth is calculated with TVAAS growth levels for all students as well as year-to-year change in proficiency rates for reading/language arts, math and science for all students and for each subgroup at a given school. We propose that this measure have the second highest weighting given SCS’ persistent need to accelerate student achievement and to honor schools that have made substantial growth despite low proficiency.
- **College and Career Readiness (20 percent)** – College and career readiness includes “gatekeeper” indicators of long-term student success (e.g., 3rd grade reading proficiency), success measures for students in advanced courses such as dual enrollment, AP and IB, and measures of all students’ performance on college readiness assessments such as EXPLORE, PLAN and ACT. This component includes direct connections to SCS’ Destination 2025 goals.
- **School Climate (10 percent)** – School climate includes measures for students, staff and qualitative survey data. Student data includes attendance, truancy and persistence rates for all students and subgroups at a given school. Staff data includes attendance, retention and dismissal rates as well as the percentage of effective teachers. This component acknowledges the importance of non-academic factors in providing families with high-quality school options.

As the SPF is currently proposed, schools will receive a score of 1 – 5 on each of the four SPF components that are then weighted and averaged into a final SPF score with Level 1 being the lowest and Level 5 being the highest. An example score based on the draft SPF is provided below:

**Shelby County Charter Schools:
2016 Annual Report**



RECOMMENDATION 3: IMPLEMENT AN OPERATIONS SCORE CARD

In addition to establishing consistent measures of academic quality in the School Performance Framework, SCS has collaborated with its charter partners to create an Operations Score Card (OSC) that assesses these schools’ performance regarding non-academic expectations. Because charter schools are granted significant autonomy over school budgets, operations and student supports, it is critical that the District enforce clear expectations of fiscal management, safety and compliance that are scored consistently across schools.

The Operations Score Card is being implemented for the first time during the 2015-16 school year, and a full version of the current OSC is available in an appendix of this report. Highlights are as follows:

- The OSC includes 15 domains of non-academic performance with indicators that are rated on a scale of 1 – 5. Level 1 signifies the lowest level of performance and/or significant issues of noncompliance, while Level 5 signifies exceptional performance that exceeds requirements.
- The OSC domains cover a broad range of operational expectations including but not limited to Federal Programs, student information management, student discipline, financial reporting and auditing, budgeting, and student enrollment trends.
- In addition to these domains, the OSC includes a checklist of compliance measures. Charters that complete a given compliance measure will receive a score of 5 while charters that do not complete the measure will receive a score of 1. Examples include providing students with disabilities with individual education plans (IEPs) as required by law and contributing to the Tennessee Consolidated Retirement System (TCRS) on behalf of employees each month.

Once implementation is complete in 2015-16, the Operations Score Card will illustrate where charter schools are excelling and where they need additional support for non-academic operations, fiscal management, and applicable federal, state and District policies connected to specific metrics of performance. School OSC results will serve to highlight charters that are consistently managing operations well and to respond appropriately in the interest of protecting SCS and its students when charters are at risk for non-compliance.

***Shelby County Charter Schools:
2016 Annual Report***

**Shelby County Charter Schools:
2016 Annual Report**

The Road to Destination 2025

Given their growing role in our educational landscape, SCS charter schools’ success is integral to expanding high-quality school options that will help improve college- and career-readiness outcomes for students in the long run. By: 1) committing to a compact between charter and District leaders; 2) establishing a common School Performance Framework; and 3) implementing an Operations Score Card, we believe we can accelerate the SCS charter sector’s performance toward these foremost student outcomes. Each of these strategic approaches is critical to promoting continuous improvement in charter as well as traditional SCS schools, holding all schools accountable for performance, and communicating school quality in a clear, consistent manner to Shelby County families and other education stakeholders.

To that end, SCS would like to recognize those charter schools that have produced significant growth and achievement outcomes for students in 2015 and outperformed comparable schools in the District and their region, signifying their success to date as high-quality options:

| Charter School | 2015 Reward List | Improved Proficiency from 2014 to 2015 | Proficiency is 5+ Points > District | Proficiency is 5+ Points > Region | Level 4/5 TVAAS in 2015 |
|------------------------------|------------------|--|-------------------------------------|-----------------------------------|-------------------------|
| MBA Elementary | ✓ | ✓ | ✓ | ✓ | ✓ |
| MBA Middle | ✓ | ✓ | | ✓ | ✓ |
| MBA High | ✓ | ✓ | ✓ | ✓ | ✓ |
| Memphis School of Excellence | | ✓ | ✓ | ✓ | ✓ |
| Power Center Middle | ✓ | | ✓ | ✓ | ✓ |
| Power Center High | ✓ | ✓ | ✓ | ✓ | ✓ |
| Soulsville | | ✓ | ✓ | ✓ | ✓ |
| Star Academy | ✓ | ✓ | ✓ | ✓ | ✓ |



Charter Schools 2015-16

Elementary Schools

Arrow Academy of Excellence
645 Semmes, 207-1891
Grades K-2

Aurora Collegiate Academy
3804 Given, 249-4615
Grades K-3

Circles of Success Learning Academy
867 S. Parkway East, 322-7978
Grades K-5

Du Bois Elementary School of Arts & Technology
817 Brownlee Road, 277-0472
Grades K-5

Du Bois Elementary School of Entrepreneurship
4475 S. Germantown Rd., 277-0472
Grades K-4

Granville T. Woods Academy of Innovation
3824 Austin Peay Hwy., 596-2139
Grades K-8

KIPP Memphis Collegiate Elementary
230 Henry St., 791-9391
Grade K-2

Leadership Preparatory Charter School
4190 Elliston Rd., 378-3917
Grades K-1

Memphis Business Academy Elementary
2450 Frayser Blvd, 353-1475
Grades K-5

Memphis College Prep
278 Greenlaw, 620-6475
Grades K-4

Moving Ahead Learning Academy
229 S. Danny Thomas Blvd., 528-2337
Grades K-3

Power Center Academy Elementary
6120 Winchester Rd., 612-0766
Grades K-1

Promise Academy
1346 Bryan, 324-4456
Grades K-5

Southern Ave. Elementary
2221 Democrat Road, 743-7335
Grades K-5

STAR Academy
3240 James Road, 387-5050
Grades K-5

Vision Prep
260 Joubert
Grades K-1 775-1018

Middle & High Schools
City University School Girls Prep & Boys Prep
1475 East Shelby Drive, 775-2219
Grades 6-8

City University School of Liberal Arts
1475 East Shelby Drive, 775-2219
Grades 9-12

City University School of Independence
1475 East Shelby Drive, 775-2219
Grade 9

Du Bois Middle/Arts & Technology
817 Brownlee Road, 652-9747
Grades 6-8

Du Bois Middle/Leadership & Public Policy
4475 S. Germantown Rd., 901-751-7122
Grades 5-8

Du Bois High/Arts & Technology
817 Brownlee Road, 277-0472
Grade 9

Du Bois High/Leadership & Public Policy
4475 S. Germantown Rd., 901-751-7122
Grade 9

Freedom Preparatory Academy
5132 Jonetta St., 259-5959
Grades 6-8

964 Fields Road 259-5959
Grades 9-10

Grizzlies Prep (All Boys)
168 Jefferson, 474-0955
Grade 6-8

KIPP Memphis Collegiate Middle School
230 Henry Street, 791-9390
Grades 6-8

KIPP Memphis Academy Middle School
2110 Howell, 791-9793
Grade 5-7

KIPP Memphis Collegiate High School
2110 Howell, 791-9792
Grades, 9-12

Memphis Academy for Health Sciences Middle
3608 Hawkins Mill Rd., 213-4123
Grades 6-8

Memphis Academy for Health Sciences High
3925 Chelsea Ave. Ext., 382-1441
Grades 9-12

Memphis Academy of Science and Engineering
1254 Jefferson Avenue, 333-1580
Grades 6-12

Memphis Business Academy Middle
3306 Overton Crossing, 357-2711
Grades 6-8



Charter Schools 2015-16

**Memphis Business Academy
High**
3306 Overton Crossing, 357-
8680
Grades 9-12

**Memphis Goodwill Excel
Center**
Adults ONLY (age 18 years
or older)

Memphis Rise Academy
1230 Covington Pike, 303-
9590
Grade 6

**Memphis School of
Excellence**
4450 S. Mendenhall, 367-
7814
Grades 6-12

**New Consortium of Law
and Business**
62 North Main, 214-5298
Grade 6-12

**Power Center Academy
Middle**
6120 Winchester Rd., 333-
6874
Grades 6-8

**Power Center Academy
High
School**
5396 Mendenhall Square
Mall., 310-1331
Grade 9-12

**The Soulsville Charter
School**
1115 College Street., 261-
6366
Grades 6-12

Veritas College Prep
690 Mississippi, 526-1900
Grades 5-8

Appendix B: Notes on Regional Analysis

In order to approximate how charter schools compared with other traditional SCS schools that families might consider enrolling in, we aggregated success rates and suspension rates for the traditional schools surrounding charters in ten different Shelby County communities. Regional rates were calculated separately for K – 8 schools versus secondary schools for more consistent comparison. Asterisks denote SCS charter schools.

| Downtown Region | |
|--------------------------|--------------------------|
| K-8 Schools | Memphis College Prep* |
| Bellevue MS | |
| Bruce ES | Secondary Schools |
| Caldwell-Guthrie ES | Central HS |
| Carnes ES | MAHS HS* |
| Downtown ES | Manassas HS |
| Grizzlies Prep* | MASE* |
| KIPP Collegiate ES & MS* | New Consortium* |

| Frayser Region | |
|-----------------------|--------------------------|
| K-8 Schools | MBA MS* |
| Denver ES | Scenic Hills ES |
| Georgian Hills MS | Star Academy* |
| Grandview Heights MS | |
| Hawkins Mill ES | Secondary Schools |
| Lucie E. Campbell ES | MBA HS* |
| MBA ES* | Trezevant HS |

| Hickory Hill Region | |
|-----------------------------|--------------------------|
| K-8 Schools | Winridge ES |
| Cromwell ES | Wooddale MS |
| Crump ES | |
| DuBois ES & MS, Leadership* | Secondary Schools |
| Germanshire ES | DuBois HS, Leadership* |
| Hickory Ridge ES & MS | Kirby HS |
| Knight Road ES | School of Excellence* |
| Power Center MS* | Power Center HS* |
| Ross ES | Wooddale HS |

| North Memphis Region | |
|-----------------------------|--------------------------|
| K-8 Schools | Vollentine ES |
| Douglass K-8 | |
| KIPP Academy MS* | Secondary Schools |
| Promise Academy* | Douglass HS |
| Springdale ES | KIPP Collegiate HS* |

| Summer Corridor Region | |
|-------------------------------|-------------------|
| K-8 Schools | |
| Aurora Collegiate Prep* | Rise Academy* |
| Berclair ES | Treadwell ES & MS |
| Kingsbury ES & MS | Wells Station ES |

| Nonconnah Region | |
|-------------------------|---------------------------|
| K-8 Schools | Robert R. Church ES |
| A. Maceo Walker MS | Southern Ave ES & MS* |
| City University Boys* | Whitehaven ES |
| City University Girls* | Winchester ES |
| DuBois ES, Arts/Tech* | |
| DuBois MS, Arts/Tech* | Secondary Schools |
| Gardenview ES | City University Lib Arts* |
| Holmes Road ES | DuBois HS, Arts/Tech* |
| Oakshire ES | Hillcrest HS |
| Raineshaven ES | Whitehaven HS |

| Raleigh Region | |
|-----------------------|---------------------|
| K-8 Schools | |
| Brownsville ES | MAHS MS* |
| Craigmont MS | Omni Prep ES & MS* |
| Egypt ES | Raleigh Bartlett ES |
| Keystone ES | Raleigh Egypt MS |

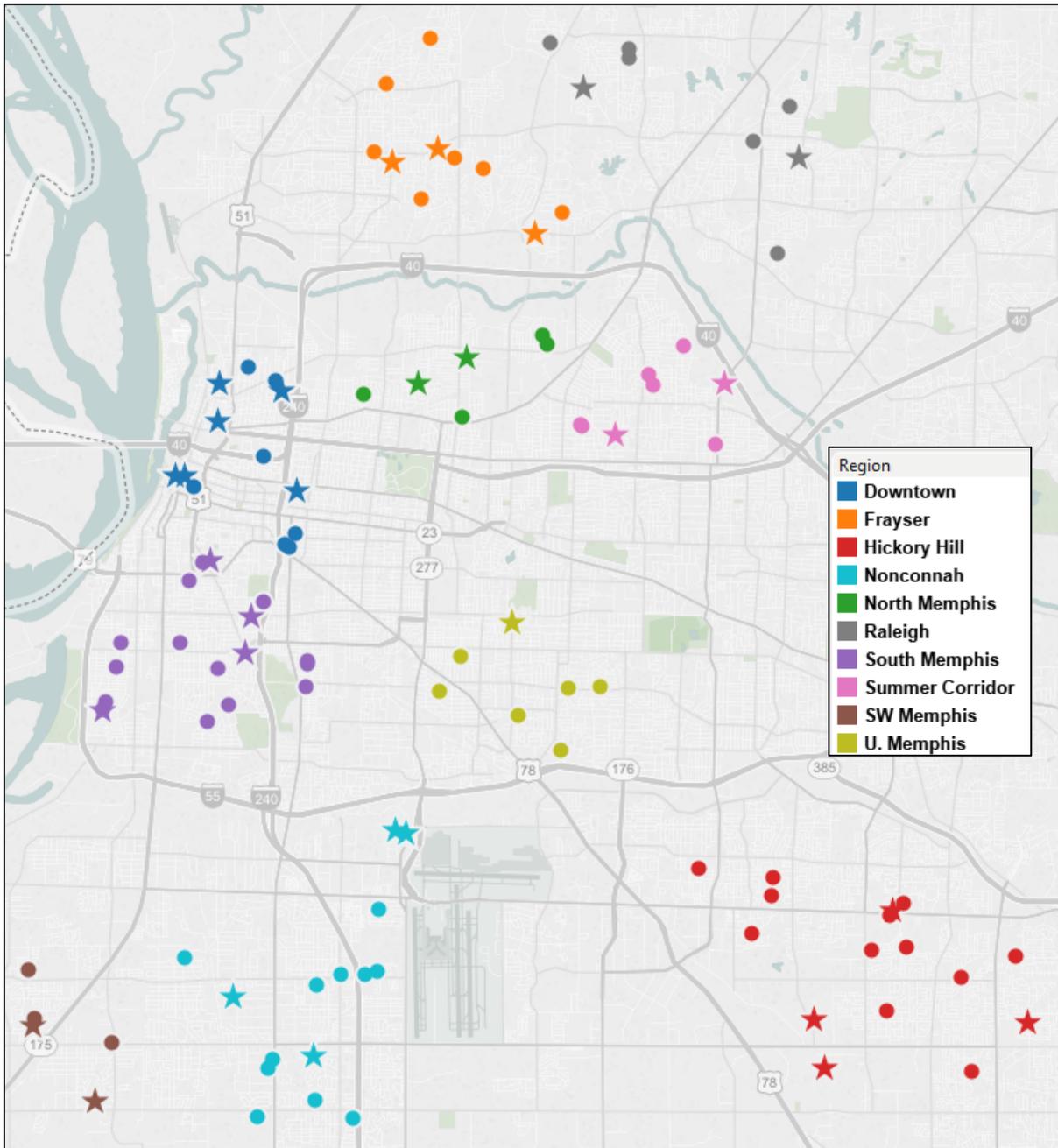
| South Memphis Region | |
|-----------------------------|--------------------------|
| K-8 Schools | South Side MS |
| A. B. Hill ES | Veritas Prep* |
| Alton ES | Vision Prep* |
| Circles of Success* | |
| Cummings K-8 | |
| Florida-Kansas ES | Secondary Schools |
| Hamilton ES & MS | B. T. Washington HS |
| LaRose ES | Carver HS |
| Lincoln ES | Hamilton HS |
| Riverview K-8 | Soulsville* |

| SW Memphis Region | |
|--------------------------|-------------|
| Secondary Schools | |
| Chickasaw MS | Geeter MS |
| Freedom Prep* | Westwood HS |

| U. Memphis Region | |
|--------------------------|------------------|
| K-8 Schools | |
| Arrow Academy* | Dunbar ES |
| Bethel Grove ES | Sharpe ES |
| Cherokee ES | Sherwood ES & MS |

Appendix B: Notes on Regional Analysis

All charter schools with 2014-15 success rate and/or suspension rate data are mapped below along with their corresponding traditional schools. Regions are color-coded. Circles denote traditional schools and stars denote charter schools.



Appendix C: SCS Charter Compact

District/Charter/Multi-Operator Compact for Quality Schools

A Collaborative Agreement to Improve Education in Shelby County Schools

A. Purpose

As a system of schools comprised of traditional, Charter, iZone, optional, IB, virtual, etc. public schools, Shelby County Schools is making gains with a rise in the graduation rate, an upward trajectory in proficiency rates in some traditionally low performing schools, and a more coordinated effort to enlist community-wide efforts to become a world-class school district.

However, there is urgency in our community that is prevalent nationwide. Given the monumental changes in curriculum, assessment and accountability systems precipitated by low academic achievement, persistent achievement gaps, stymied graduation rates, and a low percentage of secondary students graduating career and/or college ready, this paradigm shift mandates significant changes in the way teachers plan, the way teachers teach, the way students demonstrate their learning, the way leaders lead, and the way school districts operate.

As the largest school district in the State of Tennessee and one of the 25 largest school districts in the nation, operating a school district where young people ages 16-24 represent the largest segment of our community who are unemployed, not necessarily by choice, but circumstance, we, as educators and the community-at-large, are charged with the responsibility to improve the ways we work together and influence each other. It is the responsibility of all educators, in partnership with the entire Shelby County community, to commit to ensuring that all students are equipped with the necessary skills to experience success. Therefore, purposeful proactive collaboration is imperative so as to ensure that all children are well served in every school in the county.

B. Shared Values/Guiding Principles

In order to accomplish this, all educators, parents, students and the entire Shelby County community believe that:

- All Shelby County students can learn and achieve to meet and even exceed the high expectations of our community and the educational standards of our State.
- All students in Shelby County deserve adequate and appropriately distributed resources in support of their learning and development.
- All students should have caring, well-trained, highly qualified and effective teachers, school leaders, and other school personnel.
- Through public and community partnerships, we must work in concert to support the growth, development and success of our children.
- Our system of schools can be high performing, accountable, and transparent

To this end, this compact serves as a framework for collaboration in the creation of a coherent set of strategies that ensures academic rigor and maximizes student learning at all levels by assisting in

Appendix C: SCS Charter Compact

shaping district goals, policies, strategic planning and budgets in order to build a system of high performing public schools throughout the county.

C. Shared Commitments/Efforts

All parties commit to collaboratively address the following:

1. Supporting Accountability, Transparency, and Adequate and Appropriate Access to Services and Resources

This may include but is not limited to:

- Engaging in meaningful and deliberate discussions to define and provide adequate and appropriate funding for all students in our schools (e.g. Charters, traditional), acknowledging that there is a need to determine what “adequate and appropriate funding” entails
- Determining how to ensure all students in the county will have access to high quality education and graduate from high school prepared to succeed in college and/or other post-secondary endeavors
- Supporting the development of a transparent, common school academic/operational performance “scorecard” for all schools to inform decisions regarding continued operation, school turnaround, consolidation, expansion, or closure, as well as accurately informing families about the quality and range of their options
- Exploring ways and opportunities to appropriately value and also effectively and efficiently utilize all available resources (e.g. services, funding, facilities) in order to maximize student success and access to high quality/high performing schools

Examples may include but are not limited to:

- *Continuing shared services (e.g. federal and state oversight and compliance monitoring, charter school office, use of personnel to administer services)*
- *Expanding shared services (e.g. transportation, procurement) in areas identified as appropriate and significantly cost efficient for all schools (e.g. Charters, traditional)*
- *Locating types of schools (e.g. Charters, traditional, optional, iZones, non-public charter schools) with demonstrated high-performance within the District in geographic areas of need within the framework of a strategic plan*
- *Serving the entire existing student population in the surrounding community of a facility*
- *Creating a clear and objective method/process for capital improvements and maintenance to ensure all school district facilities used for the education of students that are adequately and appropriately maintained*
- *Creating mechanisms to ensure transparency around student enrollment demographics, recruitment and retention*

Appendix C: SCS Charter Compact

2. Creating Strategic Partnerships

This may include but is not limited to:

- Exploring ways and opportunities to maximize available services, resources and expertise for the mutual benefit of all students

Examples may include but are not limited to:

- *Support to ensure effective provision of services to a diverse student population (e.g. SPED, ELL)*
- *Reciprocal sharing of best practices in academics, operations and professional development for the purpose of raising student achievement across the district*
- *Support in meeting established accountability expectations (e.g. student achievement, compliance, fiscal management, operational effectiveness)*
- *Collaboration on legislative priorities beneficial to all students/schools regardless of governance structure*
- *Innovative partnerships to recruit, cultivate, develop, support, and retain highly effective teachers, school leaders and other personnel*
- *Formal and informal methods of sharing in professional development for teachers, school leaders and other personnel*
- *Creation of strategic ways to leverage resources (e.g. facilities, services) to strategically locate types of schools (e.g. Charters, traditional, optional, iZones, non-public charter schools)*
- *Pursuit of mutually beneficial joint funding opportunities (e.g. public/private grants and philanthropic resources)*

3. Providing Access to High Quality School Options/Choice

This may include but is not limited to:

- *Development of a common “scorecard” (academic and operational) available to the public to clearly communicate quality school options to parents (e.g. Charter, traditional, optional, IB, non-public charter school of innovation)*
- *Development of an effective communication and marketing strategic plan informing parents of the wide array of public school choices, including Charter, traditional, optional, IB, iZones, non-public charter school of innovation)*
- *Exploring ways and opportunities to collectively engage/empower parents in their students’ education*

Appendix C: SCS Charter Compact

D. Action Plan

1. Purpose

All parties commit to participating on the District/Charter Quality School Compact Advisory Committee to address the following:

1. *Supporting Accountability, Transparency, and Adequate and Appropriate Access to Services and Resources; and*
2. *Creating Strategic Partnerships; and*
3. *Providing Access to High Quality School Options/Choice; and*
4. *Any other issues of mutual concern and joint opportunities the Committee may identify.*

This document will serve as a framework for the Advisory Committee to identify specific issues of mutual concern and joint opportunities and make recommendations for the development of District goals, policies, strategic planning and budgets.

2. Committee Composition

The Advisory Committee will be comprised of internal (e.g. District personnel) and external (e.g. Charter School representatives, parents, community members/organizations) stakeholders as identified by the Board, Superintendent, Charter and other district public schools. Advisory Committee members will be appointed in accordance with District Policy 0024, Board Committees.

3. Meeting Frequency

As needed, but at a minimum the Advisory Committee will meet quarterly.

4. Reports and/or Recommendations

Advisory Committee reports will be made quarterly or as needed. The report, at minimum, should provide a status update on the issues and concerns under review. Recommendations will be made as determined by the Advisory Committee.

Appendix D: Operations Score Card

| School Name: School Year: | | Scoring: Total Points divided by 48 (Example: 196 points ÷ 48 = 4.09) | | | |
|--|--|---|---|--|--|
| PERFORMANCE INDICATOR | 1 | 2 | 3 | 4 | 5 |
| Federal Programs | The required reimbursement paperwork was submitted six (6) or more days after each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide. | The required reimbursement paperwork was submitted between one (1) and five (5) days after each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide. | The required reimbursement paperwork was submitted on the deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide. | The required reimbursement paperwork was submitted between one (1) and four (4) days before each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide. | The required reimbursement paperwork was submitted five (5) days or more before each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide. |
| | If applicable, the school submitted purchase requests six (6) or more days after each deadline and correctly completed the appropriate documentation as outlined in the reimbursement schedule that is included in the Federal | If applicable, the school submitted purchase requests between one (1) and five (5) days after each deadline and correctly completed the appropriate documentation as outlined in the reimbursement schedule that is included in the Federal | If applicable, the school submitted purchase requests on the deadline and correctly completed the appropriate documentation as outlined in the reimbursement schedule that is included in the Federal | If applicable, the school submitted purchase requests between one (1) and four (4) days before each deadline and correctly completed the appropriate documentation as outlined in the reimbursement schedule that is | If applicable, the school submitted purchase requests five (5) days or more before each deadline and correctly completed the appropriate documentation as outlined in the reimbursement schedule that is included in the Federal |

Appendix D: Operations Score Card

| | Programs Quick Reference Guide. | Programs Quick Reference Guide. | Reference Guide. | included in the Federal Programs Quick Reference Guide. | Programs Quick Reference Guide. |
|--|---|--|--|---|--|
| Student Information PowerSchool SMS | The school submitted their calendar six (6) or more days after the deadline. | The school submitted their calendar between one (1) and five (5) days after the deadline. | The school submitted their calendar on the deadline. | The school submitted their calendar between one (1) and four (4) days before the deadline. | The school submitted their calendar five (5) days or more before the deadline. |
| | The school calendar contained five (5) or more errors. | The school calendar contained four (4) or more errors. | The school calendar contained three (3) errors. | The school calendar contained two (2) errors. | The school calendar contained zero to one (1) error. |
| | The school entered their student enrollment data and all students were fully scheduled on or after the 26 th day of school. | The school entered their student enrollment data and all students were fully scheduled on the 25 th day of school. | The school entered their student enrollment data and all students were fully scheduled on the 15 th day of school. | The school entered their student enrollment data and all students were fully scheduled by the 10 th day of school. | The school entered their student enrollment data and all students were fully scheduled by the 5 th day of school. |
| | The school entered all required student grades 16 days or later after the end of each of the school's semesters. | The school entered all required student grades 11 to 15 days after the end of each of the school's semesters. | The school entered all required student grades six (6) to ten (10) days after the end of each of the school's semesters. | The school entered all required student grades three (3) to five (5) days of the end of each of the school's semesters. | The school entered all required student grades within two (2) days of the end of each of the school's semesters. |
| | The school completed the end of the year checkout seven (7) or more days after the deadline. | The school completed the end of the year checkout within six (6) days of the deadline. | The school completed the year end checkout within four (4) days of the deadline. | The school completed the yearend checkout within two (2) days of the deadline. | The school completed the yearend checkout on or before the deadline. |
| | Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown after July 30 th . | Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown before July 30 th . | Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown after July 3 rd . | Secondary schools reviewed their bell schedule in the Planning Calendar and submitted their Student Standard Day to Cheryl Brown by July 3 rd . | Secondary schools should review their bell schedule in the Planning Calendar and submit their Student Standard Day to Cheryl Brown by June 30 th of each year. |

Appendix D: Operations Score Card

| | | | | | |
|--------------------------------|---|---|---|---|--|
| Student Discipline | All required paperwork is submitted to the District on day five (5) or later after the expulsion. | All required paperwork is submitted to the District on day four (4) after the expulsion. | All required paperwork is submitted to the District on day three (3) after the expulsion. | All required paperwork is submitted to the District on day two (2) after the expulsion. | All required paperwork is submitted to the District within twenty-four (24) hours of the long term suspension. |
| Student Reenrollment | 65% or less of eligible students reenrolls for the next school year. | 66% to 74% of eligible students reenroll for the next school year. | 75% of eligible students reenroll for the next school year. | 76% to 89% of eligible students reenroll for the next school year. | 90% or more of eligible students reenroll for the next school year. |
| Student Stability | 78% or less of students remain enrolled for the entire school year. | 79% to 84% of students remain enrolled for the entire school year. | 85% of students remain enrolled for the entire school year. | 86% to 94% of students remain enrolled for the entire school year. | 95% to 100% of students remain enrolled for the entire school year. |
| Annual Audit | A copy of the audit was received after November 10 th . | A copy of the audit was received between November 2 nd and November 10 th . | A copy of the audit was received by November 1 st . | A copy of the audit was received between October 27 th and October 31 st . | A copy of the audit was received on or before October 26 th . |
| Annual Financial Report | AFR was received after July 25 th . | AFR was received between July 22 nd and July 24 th . | AFR was received between July 19 th and July 21 st . | AFR was received between July 16 th and July 18 th . | AFR was received by July 15 th . |
| Budget | A board approved budget that ties to the state budget document was received after July 25 th . OR The budget was received by July 25 th but does not tie to the state budget document OR The budget was received by July 25 th but was not board approved. | A board approved budget that ties to the state budget document was received between July 22 nd and July 24 th . | A board approved budget that ties to the state budget document was received between July 19 th and July 21 st . | A board approved budget that ties to the state budget document was received between July 16 th and July 18 th . | A board approved budget that ties to the state budget document was received by July 15 th . |

Appendix D: Operations Score Card

| | | | | | |
|--|--|--|--|--|---|
| State Budget Document | A state budget document was received after July 25 th . OR The budget document does not agree with annual budget detail report. OR The report does not contain all the required components. | A state budget document was received between July 22 nd and July 24 th . AND The budget document agrees to annual budget detail report. AND The report contains all the required components. | A state budget document was received between July 19 th and July 21 st . AND The budget document agrees to annual budget detail report. AND The report contains all the required components. | A state budget document was received between July 16 th and July 18 th . AND The budget document agrees to annual budget detail report. AND The report contains all the required components. | A state budget document was received by July 15 th . AND The budget document agrees to annual budget detail report. AND The report contains all the required components. |
| Allocations | There are not sufficient funds in any of the allocations to cover the cost associated with District deductions (i.e., rent, utilities, and health insurance). | There are sufficient funds in one (1) to two (2) allocations to cover the cost associated with District deductions (i.e., rent, utilities, and health insurance). | There are sufficient funds in three (3) to five (5) allocations to cover the cost associated with District deductions (i.e., rent, utilities, and health insurance). | There are sufficient funds in six (6) to eight (8) allocations to cover the cost associated with District deductions (i.e., rent, utilities, and health insurance). | There are sufficient funds in 9 of the 10 allocations to cover the cost associated with District deductions (i.e., rent, utilities, and health insurance). |
| Working Capital Ratio (current assets divided by current liabilities) | Current ratio is less than or equal to 0.9. (One year trend can be positive or negative.) | Current ratio is between 0.9 and 1.0 or equal to 1.0. OR One year trend is negative. | Current ratio is between 0.9 and 1.0 and one year trend is positive. | Current ratio is between 1.0 and 1.1 and one year trend is positive. | Current ratio is greater than or equal to 1.1 and one year trend is positive (higher than previous year). |
| | For 1 st and 2 nd year schools the current ratio is less than 1.1 | | | | For 1 st and 2 nd year schools the current ratio is greater than or equal to 1.1. |
| Unrestricted Cash Days (unrestricted cash divided by [total expenses minus depreciation expenses] divided by 365) | Less than 15 days cash | Days cash between 16 and 30 | Days cash between 31 and 45 | Days cash between 46 and 59 | 60 or more days cash |
| Debt to Asset Ratio (total liabilities divided by total assets) | Ratio is greater than 1.0. | | Ratio is between 0.9 and 1.0. | | Ratio is less than 0.9. |
| Enrollment Variance (actual enrollment divided by enrollment projection) (March 1 st estimate vs. funding reports) | Variance is less than 64% for October, February and June reports. | Variance is between 65% and 74% for October, February and June reports. | Variance is between 75% and 84% for October, February and June reports. | Variance is between 85% and 94% for October, February and June reports. | Variance is equal to or exceeds 95% for October, February and June reports. |

| | |
|------------------------|---------------------------|
| DID 5 points | DID NOT 1 point |
|------------------------|---------------------------|

Appendix D: Operations Score Card

| | |
|---|--|
| School staff includes a SPED teacher who has a current valid Tennessee teaching license in the appropriate areas as well as highly qualified status as defined by the Tennessee State Board of Education. | School staff does not include a SPED teacher who has a current valid Tennessee teaching license in the appropriate areas AND/OR does not have the highly qualified status as defined by the Tennessee State Board of Education. |
| The school accommodates students with disabilities as outlined in the IEP. | The school does not accommodate students with disabilities as outlined in the IEP. |
| The school is compliant with due process procedures associated with students with disabilities. | The school is not compliant with due process procedures associated with students with disabilities. |
| The school properly identifies and refers students who may qualify for services. | The school does not properly identify and refer students who may qualify for services. |
| Manifestation meetings are held for students according to guidelines and the school's SPED advisor is invited to the meeting. | Manifestation meetings are not held for students according to guidelines and/or the school's SPED advisor is not invited to the meeting. |
| The school ensures students who have direct or related services listed on the IEP (i.e., speech, gifted, OT and PT) receive the services. | The school does not ensure students who have direct or related services listed on the IEP (i.e., speech, gifted, OT and PT) receive the services. |
| The school provides Extended Year Services (ESY) to students who met the criteria as defined by the Tennessee State Board of Education. | The school does not provide Extended Year Services (ESY) to students who met the criteria as defined by the Tennessee State Board of Education. |
| SPED services are provided to students that exceeded 10 days of suspension/expulsion. | SPED services are not provided to students that exceeded 10 days of suspension/expulsion. |
| The school is in compliance as determined by the SCS Division of Federal Programs School Level Monitoring Instrument. | The school is not in compliance as determined by the SCS Division of Federal Programs School Level Monitoring Instrument. |
| The school held their Annual Title 1 Meeting for parents on or before September 30 th . | The school did not hold their Annual Title 1 Meeting for parents on or before September 30 th . |
| 100% of teachers are fully licensed in Tennessee and hold endorsements in the classes to which they are assigned. | 100% of teachers are not fully licensed in Tennessee and/or do not hold endorsements in the class to which they are assigned. |
| 100% of teachers are highly qualified in the area(s)/classes to which they are assigned. | 100% are not highly qualified in the area(s)/classes to which they are assigned. |
| AFR is balanced. | AFR is not balanced. |
| AFR agrees to annual audit report. | AFR does not agree to annual audit report. |
| Proof of TCRS submission via Concord is provided each month. | Proof of TCRS submission via Concord is not provided each month. |
| Proof of hybrid submission via Great West is provided each month. | Proof of hybrid submission via Great West is not provided each month. |
| Proof of payment to TCRS is provided each month. | Proof of payment to TCRS is not provided each month. |
| Proof of payment to Great West is provided each month. | Proof of payment to Great West is not provided each month. |
| ACA reporting is submitted on time each month. | ACA reporting is not submitted on time each month. |
| Parents receive verbally and in writing their right to due process related to their child's long term suspension. (Even under zero tolerance.) | Parents did not receive either verbally and in writing their right to due process related to their child's long term suspension. (Even under zero tolerance.) |
| The school's immunizations and physicals for the students' records are up to date. If not, the school has documentation that parents have been notified of the consequences. | The school's immunizations and physicals for the students' records are not up to date and the school does not have documentation that parents have been notified of the consequences. |
| The school provides nursing services for students who require assistance (i.e., diabetic or feeding tube). | The school does not provide nursing services for students who require assistance (i.e., diabetic or feeding tube). |
| The school accommodates students with 504 modifications as outlined in the plan. | The school does not accommodate students with 504 modifications as outlined in the plan. |
| There is training compliance for school staff assisting students who self-administer medication. | There is no training compliance for school staff assisting students who self-administer medication. |
| All full time school staff are trained in the use, monitoring and management of AED equipment. | All full time school staff are not trained in the use, monitoring and management of AED equipment. |
| The school provides CPR/First Aid training to PE teachers, coaches and individuals working with student athletics. | The school did not provide CPR/First Aid training to PE teachers, coaches and individuals working with student athletics. |
| The school provides CPR/FA training opportunities to all full time staff. | The school does not provide CPR/FA training opportunities to all full time staff. |
| The school posts an annual list of employees currently trained in CPR/First Aid. | The school did post an annual list of employees currently trained in CPR/First Aid. |