



2017

# Shelby County Schools Charter Schools Annual Report January 2017

2015-16 SCHOOL YEAR DATA

OFFICE OF STRATEGY & PERFORMANCE MANAGEMENT

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## Executive Summary

This report is intended to serve primarily as an information resource for parents, students, educators, and other community stakeholders regarding Shelby County charter school performance and trends where applicable. A glossary of terms and abbreviations, along with notes on data calculations and additional data points are also included in the report to help the reader better understand the data. In addition to this report, a 2016-17 Charter School Handbook and a Guide to the 2017 Charter School Annual Report are available to help with understanding the data in this report. It is our hope that both the report and the Charter School Guide are informative and user friendly.

The Shelby County Schools (SCS) charter sector student enrollment has steadily increased over the past five years. Nine charter schools have been in operation under Shelby County Schools (SCS) or Memphis City Schools (pre-merger) for over ten years as of the 2016-17 school year. As of the 40<sup>th</sup> day enrollment report, 45 SCS charter schools serve approximately 13,400 students – more than 12 percent of all students enrolled in Shelby County Schools. This number will likely continue to increase, which makes communication and collaboration between the District and charter school leaders even more important as we are all working to support SCS' Destination 2025 strategic plan.

In January 2016, the Shelby County Board of Education approved the District-Charter/Multi-Operator Compact for Quality Schools. The Compact serves as a framework to address each entity's roles, responsibilities, commitments, and shared processes to build a stronger partnership to expand high-quality school options. As part of the Compact, the Charter Advisory Committee (CAC) was formed to assist in developing additional accountability and oversight processes that will continue to strengthen the quality of SCS charter schools. With the CAC as the mechanism, the SCS Board of Education, SCS administrators, and its charter leaders are working together to create Board processes and policies to serve as a framework for the collaboration and cooperation with Charter Operators. The CAC is using the Compact to identify specific issues of mutual concern, joint opportunities, and to make recommendations pertaining to Board policies and processes. SCS has already implemented an Operational Score Card to hold charter schools accountable for non-academic performance and compliance measures. See [Appendix G](#) for more details on the Charter Compact and see [Section IV](#) and [Appendix H](#) for more details on the Operations Score Card.

The sections that follow provide information on SCS charter school academic performance (grades 9-12), enrollment trends, student behavior, and the operations score card. 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. Statewide implementation challenges with the new TNReady state assessment resulted in only high school students testing for the 2015-16 school year. No academic performance data is included for grades 3 – 8. To allow for comparison to other schools in the District, regional averages and district averages are included in many of the graphics in the report. When comparing the charter sector grades 9-12 academic performance to that of District-managed schools grades 9-12 (all SCS schools not designated as charter schools), the charter sector performed below that of the District-managed schools for the 2015-16 school year. The District as a whole has much room for improvement with the new standards and State assessment. In the areas of student behavior and enrollment, the charter sector continues to shine as they outpace the district in these areas.

As we would like to continue to improve upon our communication with the parents, families and other community stakeholders, we ask that you will take the time to complete a survey about your satisfaction with this report at <https://www.surveymonkey.com/r/scscharter>. We value your feedback and look forward to incorporating changes to make this report and supplemental documents more useful to you.

## Glossary

This glossary serves to provide clarity about what certain terms and abbreviations mean in the Shelby County Charter Schools report. There are notes in the report; however, this will allow one to view all terms in one place.

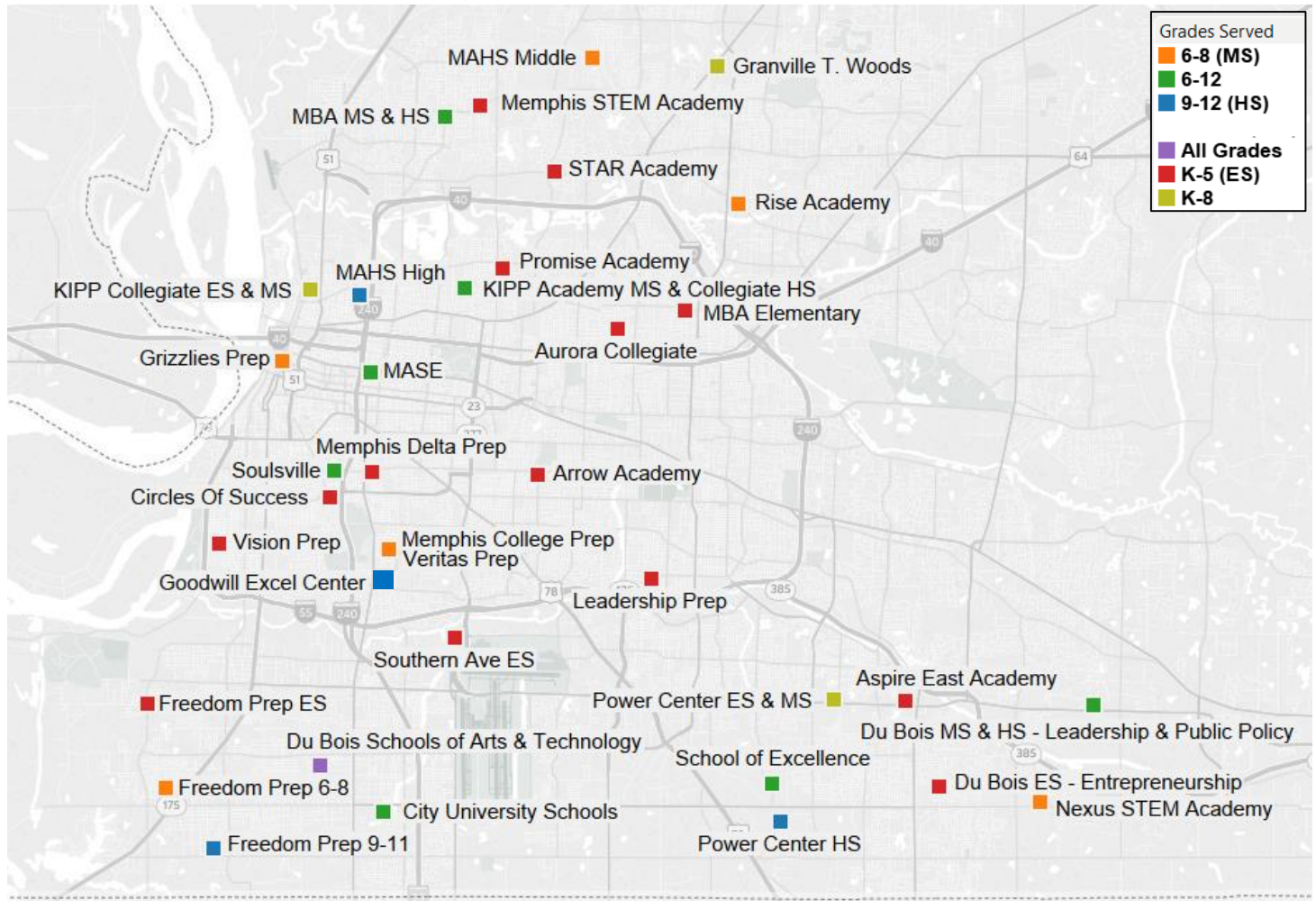
Term	Definition/Description
All	All K-12 Shelby County schools including the Shelby County charter schools. <i>Note: The Achievement School District is not a part of Shelby County Schools.</i>
SCS Charter	Shelby County charter schools. “Charter schools are public schools that are operated by non-profit governing bodies. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. <sup>1</sup> ”
District-managed	Shelby County schools that are not designated as charter schools. This group of schools <b>includes</b> traditional schools, optional/special admission schools, alternative schools, special education schools, iZone schools and the Memphis Virtual School.
K-8	Schools with only kindergarten through 8 <sup>th</sup> grade. (The school could just have grades K-5 or just grades 6-8 and still be included in this grade range).
Secondary	Schools that have one or more of grades 9 – 12. A secondary school can sometimes include grades lower than 9. If the school has grades 6 – 12, it is categorized as a secondary school.
Region	The area of Memphis in which a school is located. See Notes on Regional Analysis for more information.
Operations Score Card (OSC)	An assessment used to measure a school’s performance regarding non-academic expectations. The OSC includes 15 domains of non-academic performance that 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.
EL	English Learner – Students whose primary language is not English
SWD	Students with Disabilities
ED	Economically Disadvantaged
ES	Elementary School
MS	Middle School
HS	High School
OSS	Out of School Suspensions
EOC	End of Course (State test that students enrolled in certain high school courses take)
Overall Success Rate	The success rate for secondary schools takes the number of students on track, mastered, proficient, or advanced in core subjects (does not include US History) + graduates (lag year) divided by the number of valid tests in the core subjects + the total number of students in the graduation cohort
Exam Success Rate	The exam success rate for secondary schools takes the number of students on track, mastered, proficient, or advanced in all core subjects divided by the number of valid tests in the core subjects
Graduation Rate	The graduation rates listed in this report are the cohort graduation rates for the actual school year listed. For example, 2014 lists the percent of students who started grade 9 in 2010 that graduated at the end of the 2013-14 academic year.
Avg.	Average

See [Appendix C](#) or the Guide to the 2017 Charter School report for notes on data calculations.

<sup>1</sup> <https://www.tn.gov/education/topic/charter-schools>

## Map of Charter Schools by Grade Band

The map below displays the 2016-17 Shelby County Charter Schools color coded by grade band.



\*Goodwill Excel Center serves students in grades 9 -12, including students who are 18+.

## I. Student Enrollment

### Student Enrollment Over Time

Student enrollment in Shelby County charter schools over the past five years has increased annually by an average of 1,500 students per year. The State-run Achievement School District (ASD) has experienced a similar trend with an average annual enrollment increase of approximately 1,800 students per year. As of day 40 of the 2016-17 school year, more than 13,000 students have enrolled in 45 Shelby County charter schools, and another 8,800 have enrolled in ASD charters in the Memphis area. Though five charter schools were closed by SCS at the end of the 2015-16 school year, Shelby County charter school enrollment has continued on an upward trend as the District-managed school enrollment decreased. Shelby County Schools (SCS) has authorized seven additional schools to open in the fall of 2017. [See Appendix C](#) for details on the calculations for student enrollment.

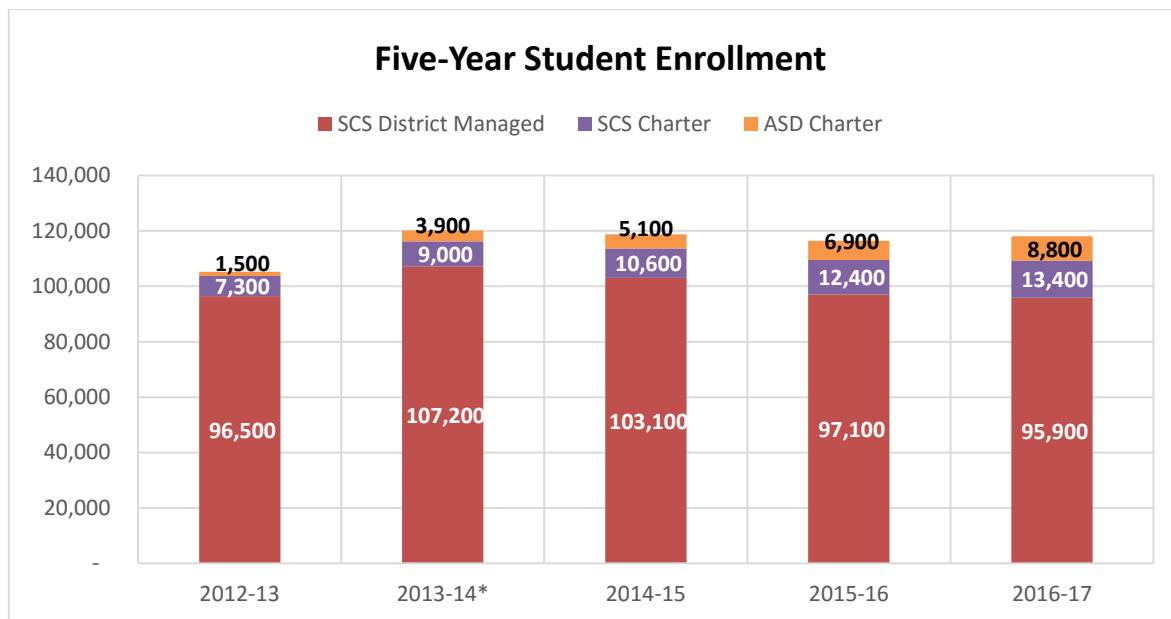


Figure I-a. Day 40 (K-12) student enrollment from 2012-13 to 2016-17 rounded to the nearest 100.

\*SCS District managed school enrollment does not include students at current municipal schools.

### Special Population Enrollment

Shelby County charter schools have continued to expand throughout Memphis, serving communities in many parts of the city. During the 2015-16 academic year, charter schools enrolled a smaller percentage of English learner (EL) students and students with disabilities (SWD) than District-managed schools. The gap between the percent of SWD enrolled in charter schools and non-charter schools has decreased slightly from 3.2 in 2014-15 to 3.0 in 2015-16. Similarly, the gap between the percent of EL students enrolled in charter schools and District-managed schools has also decreased slightly from 5.2 in 2014-15 to 5.0 in 2015-16. Figure II-b. displays the 2015-16 special population student enrollment percentages.

Special Population Enrollment Percentages from 2014-15 to 2015-16

	ED		EL		SWD	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
SCS Charter	78.6%	85.6% ↑	1.9%	2.8% ↑	8.9%	8.7% ↓
District-managed	79.5%	81.9% ↑	7.1%	7.8% ↑	12.1%	11.7% ↓

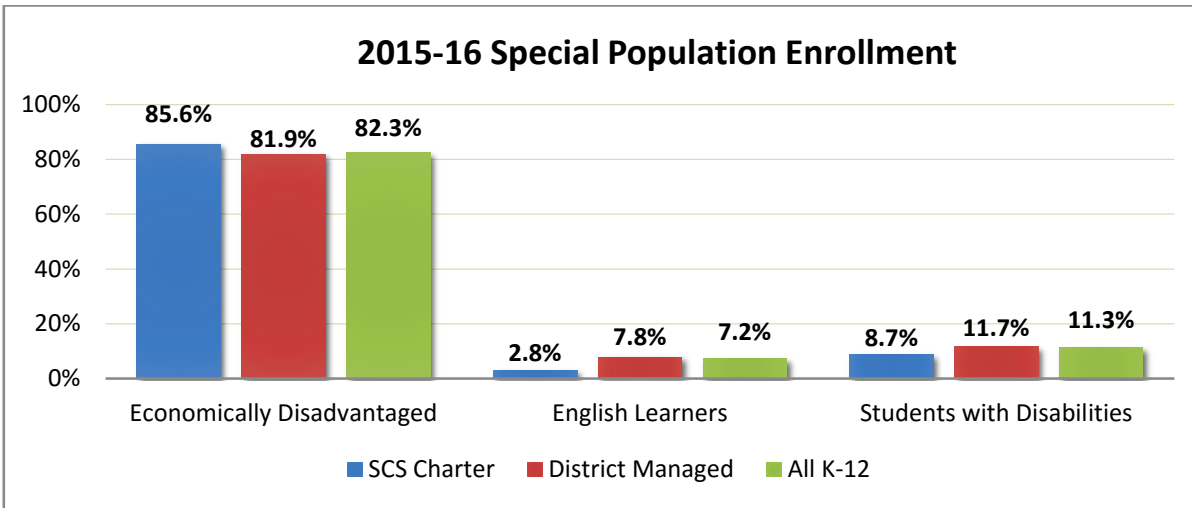


Figure I-b. 2015-16 year-end special student population enrollment percentages.

#### English Learner Enrollment Rates, K-8 Charter Schools

For the 2015-16 school year, District-managed K-8 schools enrolled a higher number of English Learner (EL) students than the SCS charter sector overall, with MBA Elementary (12.7 percent), Memphis Rise Academy (18.6 percent), and Aurora Collegiate Academy (34.7 percent) as the outliers. Enrollment of English learner students varies greatly by school and region. EL enrollment is not used a performance metric for schools. This information is included to present a sense of enrollment demographics in the charter school sector and the District as a whole.

Figure I-c. displays each of the K-8 charter school EL enrollment rates along with the District-managed regional and overall average rates. Eleven percent (three out of 27) K-8 charter schools met or exceeded the district EL enrollment rate.

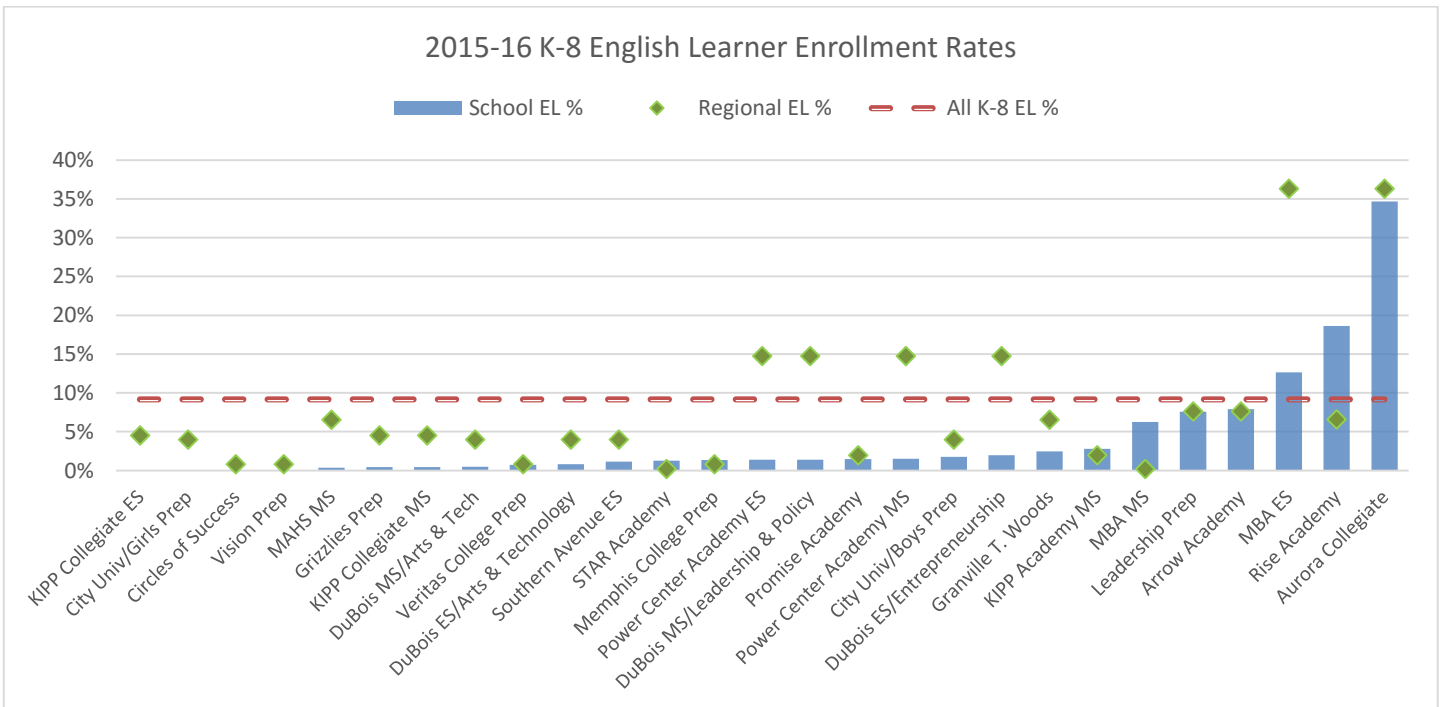
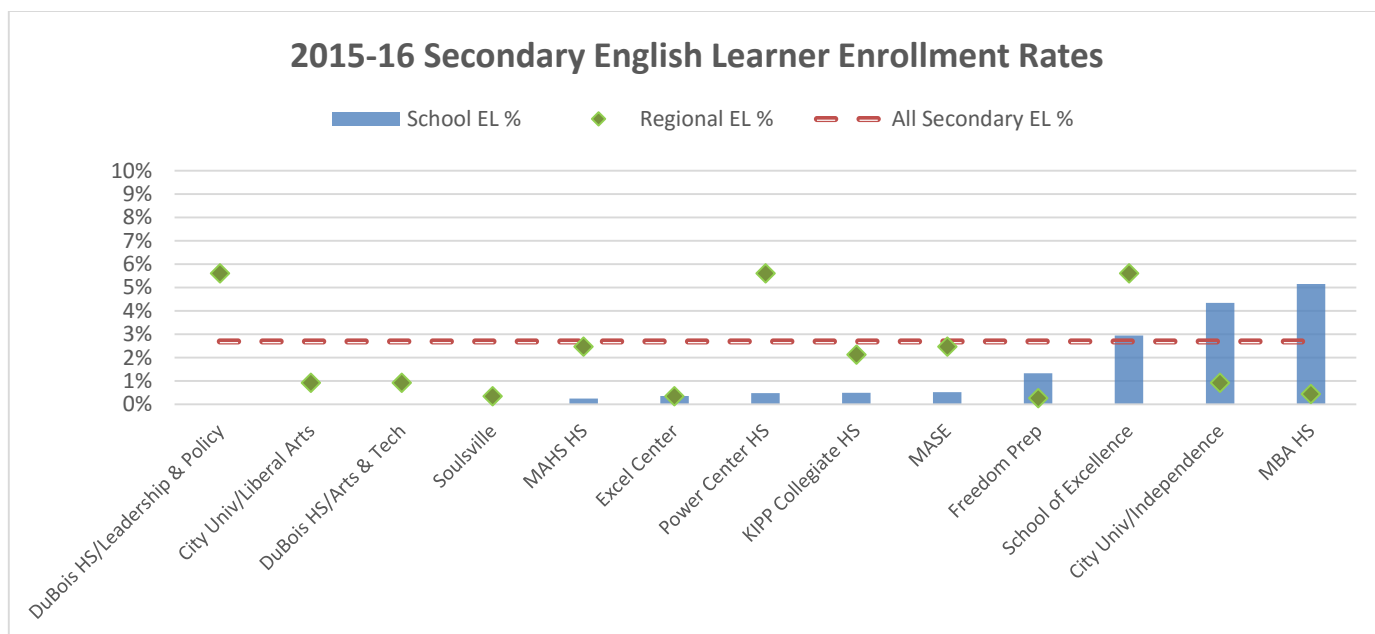


Figure I-c. 2015-16 K-8 Shelby County Charter schools' year-end EL enrollment rates, district average and regional average rates.

### English Learner Regional Enrollment Rates, Secondary

Only 2.7 percent of Shelby County Schools secondary (schools with grades 9 – 12) students were classified as English Learners in 2015-16. The gap in school and regional EL enrollment rates, therefore, was not as pronounced as the K-8 schools and regions. Three schools had an EL enrollment rate that exceeded the district average: Memphis School of Excellence (2.9 percent), City University School of Independence (4.3 percent) and Memphis Business Academy High (5.1 percent). See Figure I-d. for each charter school’s EL enrollment rates.

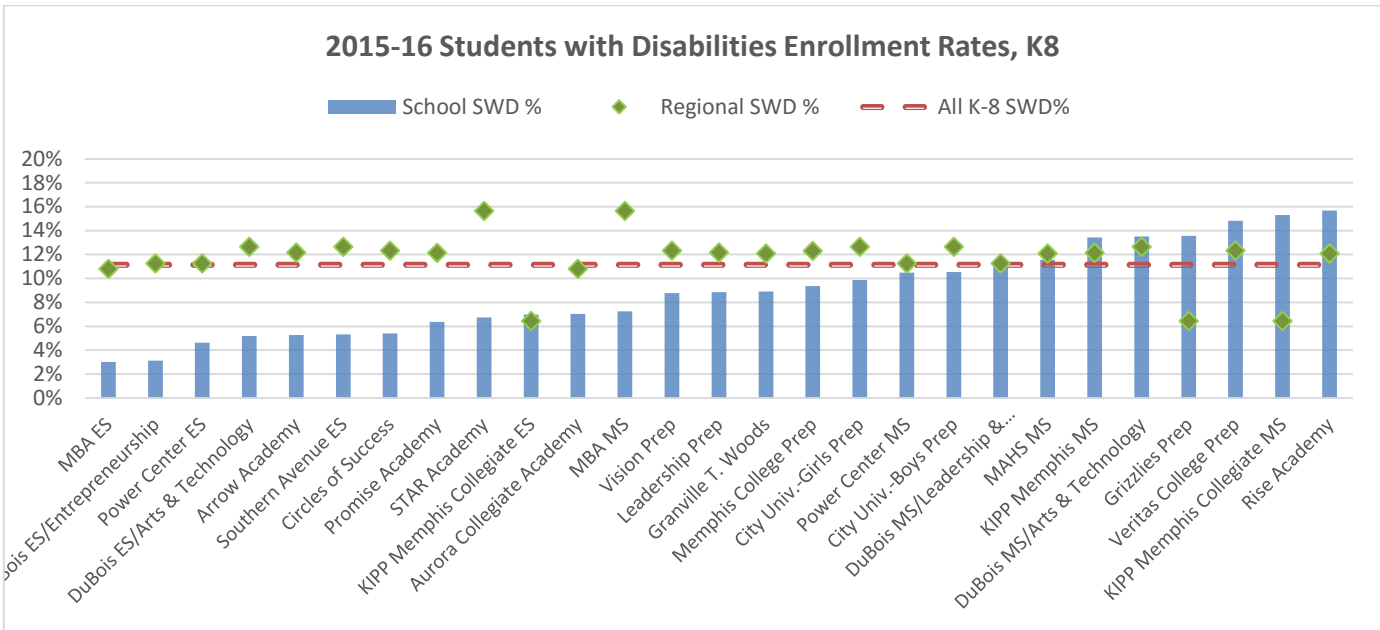


**Figure I-d.** 2015-16 Secondary Shelby County Charter schools’ year-end EL enrollment, district average and regional average rates. The y-axis is smaller to make data easier to see and compare.

### Students with Disabilities Enrollment Rates, K-8

When comparing enrollment rates for students with disabilities, the charter sector enrolls a smaller percentage of students with disabilities than the district as a whole. When comparing school-level enrollment rates for SWD, eight of 27 K-8 charter schools (30 percent) met or exceeded the District rate. At the other end of the spectrum, seven K-8 charter schools enrolled students with disabilities at less than half the District rate during the 2015-16 school year. The SWD enrollment rates for these seven schools range from 3.0 to 5.4 percent as displayed in Figure I-e.

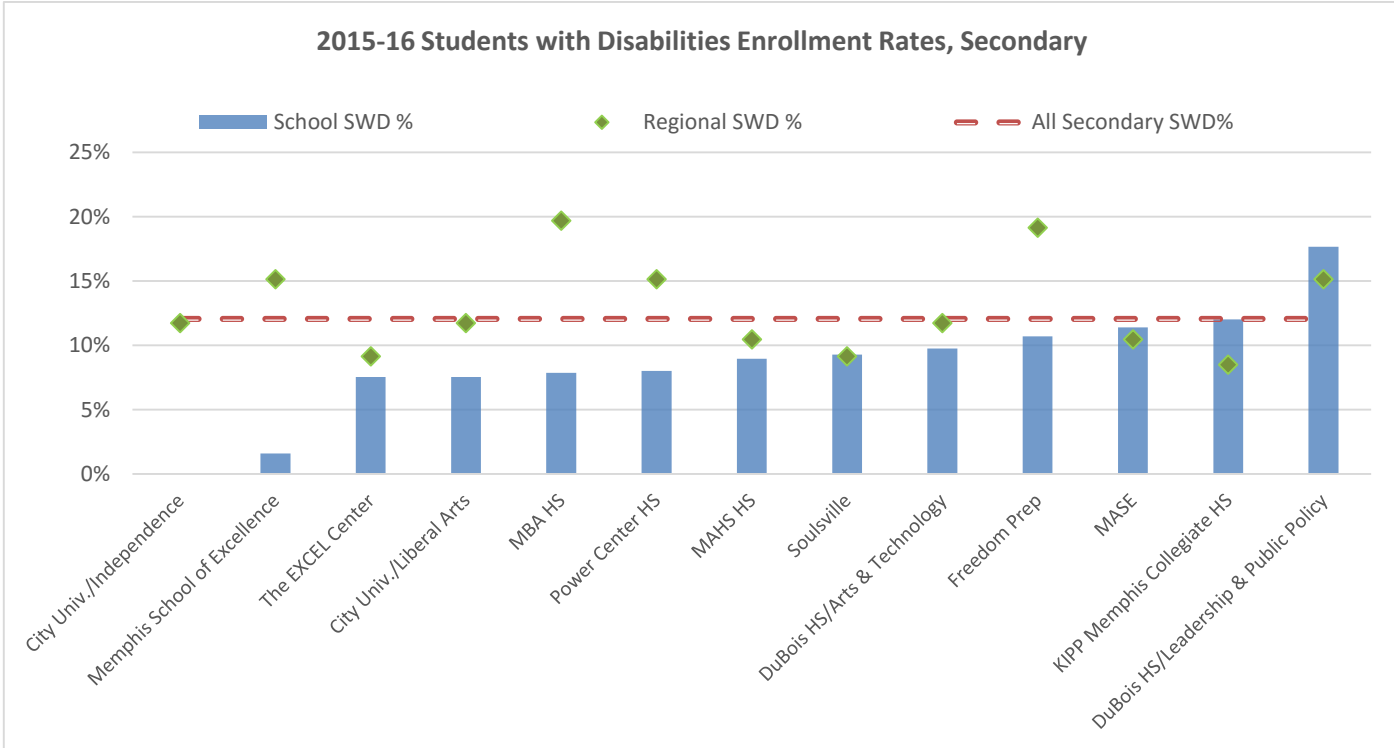




**Figure I-e.** 2015-16 K-8 Shelby County Charter schools year-end SWD enrollment, district average and regional average rates. The y-axis is smaller to make data easier to see and compare.

*Students with Disabilities Enrollment Rates, Secondary*

At the secondary level, one school, City University School of Independence, did not enroll any students with disabilities in 2015-16 based on the year-end enrollment report. See Figure I-f. for the individual school rates compared to the District-managed regional school rates and District-wide school rates (“All Secondary,” which includes Charter schools).



**Figure I-f.** 2015-16 secondary Shelby County Charter schools year-end SWD enrollment, district average and regional average rates. The y-axis is smaller to make data easier to see and compare.

## Student Withdrawal Rates

As a group, Shelby County charter schools have a lower withdrawal rate than the District-managed schools. In 2015-16, only 12.9 percent of K-8 charter students withdrew during the year compared to 17.4 percent in the district as a whole (which includes the charter schools) and 17.9 percent in the District-managed schools. The gap between student withdrawal rate is greatest (7.7) when comparing the secondary charter schools to the secondary District-managed schools.

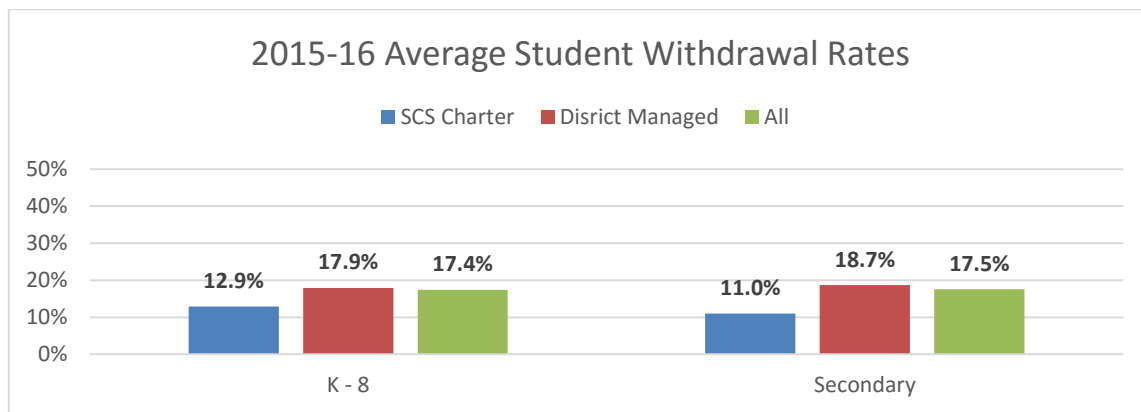


Figure I-g. 2015-16 year-end average SCS Charter, District-managed and All SCS student withdrawal rates.

When comparing the regional withdrawal rates of K-8 District-managed schools to charter schools in the same regions, charter school withdrawal rates are much lower in all regions except the Downtown region, where the charter school regional rate (17.1 percent) exceeds the District-managed regional rate (12.7 percent) by almost five points. Thirteen charter schools (seven K – 8 and six secondary) had withdrawal rates below 10 percent, signifying strong retention outcomes for students. This is an improvement from 2014-15 when seven charter schools had withdrawal rates exceeding 25 percent. The charter sector as a whole demonstrates stronger stability and retention outcomes with students than the district.

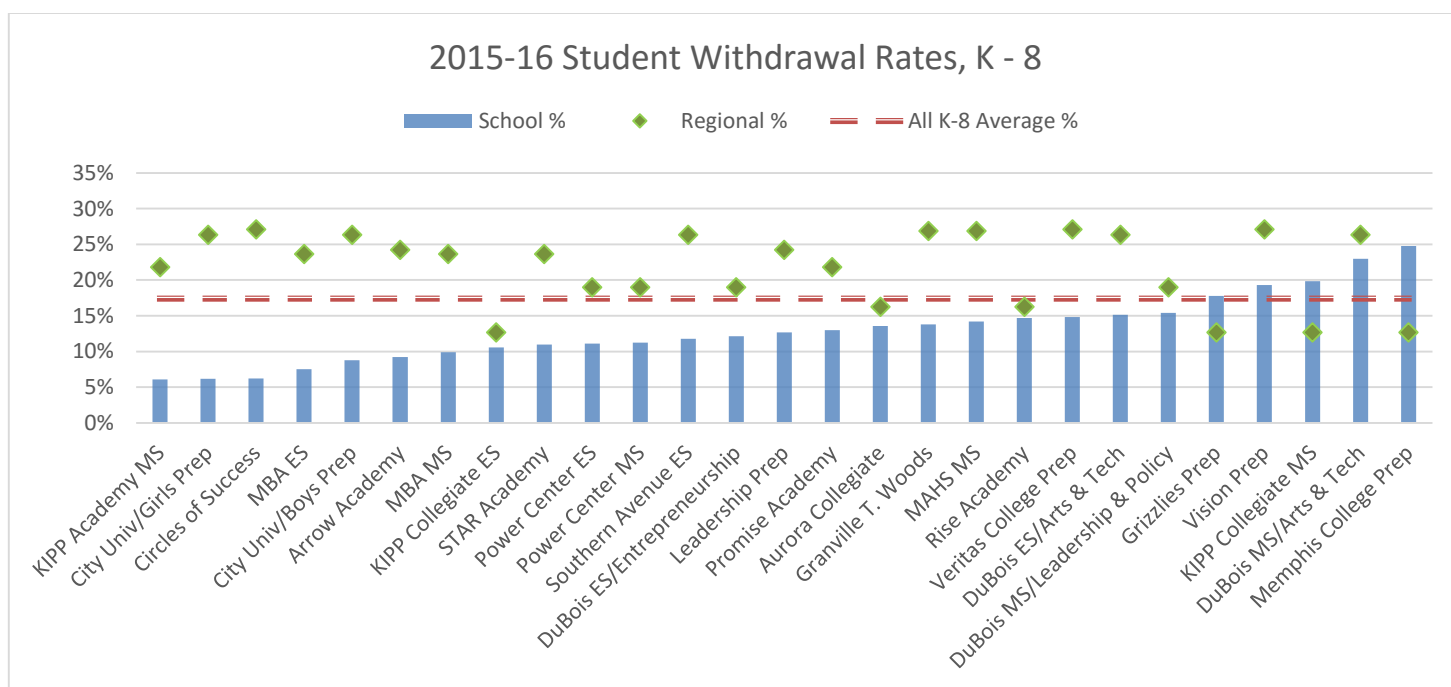


Figure I-h. 2015-16 year-end K - 8 student withdrawal rates by school along with the district overall averages. The y-axis is smaller to make data easier to see and compare.

On the Secondary school side, only three charter schools had a withdrawal rate exceeding 25 percent in 2015-16 (all secondary schools), meaning at least one in four students left before completing the school year. The regional data as well as the overall averages show that the Charter sector is able to keep more students in their schools once enrolled compared to District-managed schools. Figure I-i. displays individual charter school withdrawal rates.

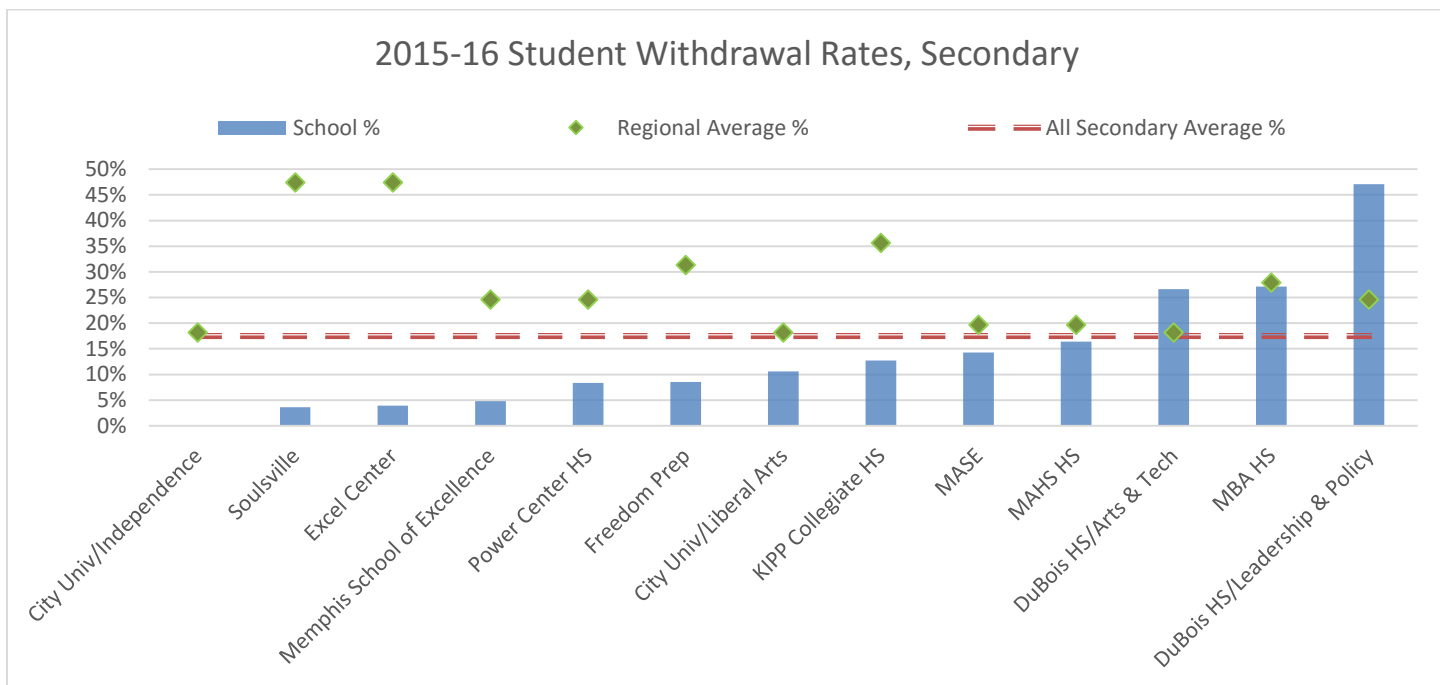


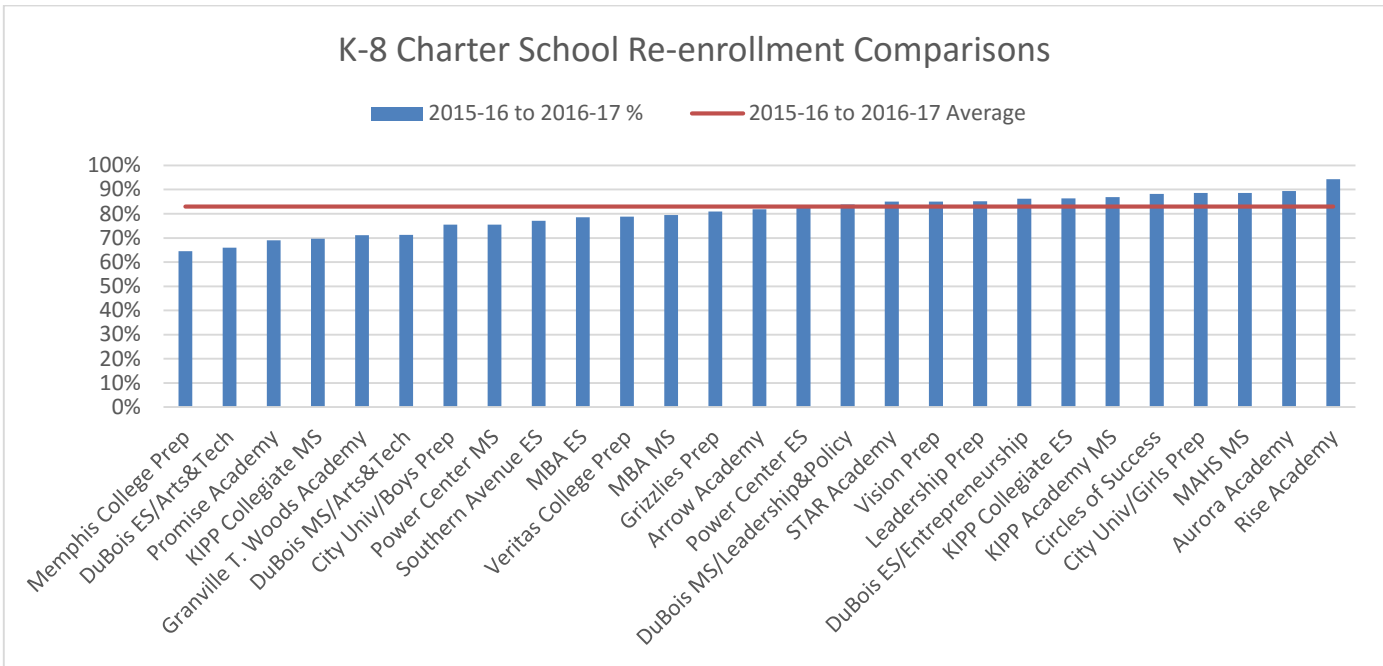
Figure I-i. 2015-16 year-end Secondary student withdrawal rates by school along with district overall averages.

### Student Re-enrollment

Re-enrollment in this report describes the number of students who were on a charter school’s enrollment roster around day 20 of one year and were still enrolled the following year around the same time frame. The total number of students eligible to return is included in the percentage. For example, students who graduated or had to move to a grade the current school does not serve would not be counted as students eligible to return. Re-enrollment data for District-managed schools was not available for this report. Only Charter School re-enrollment data is included in the charts that follow in this section. For more information on what data was used for re-enrollment, please see [Appendix C](#).

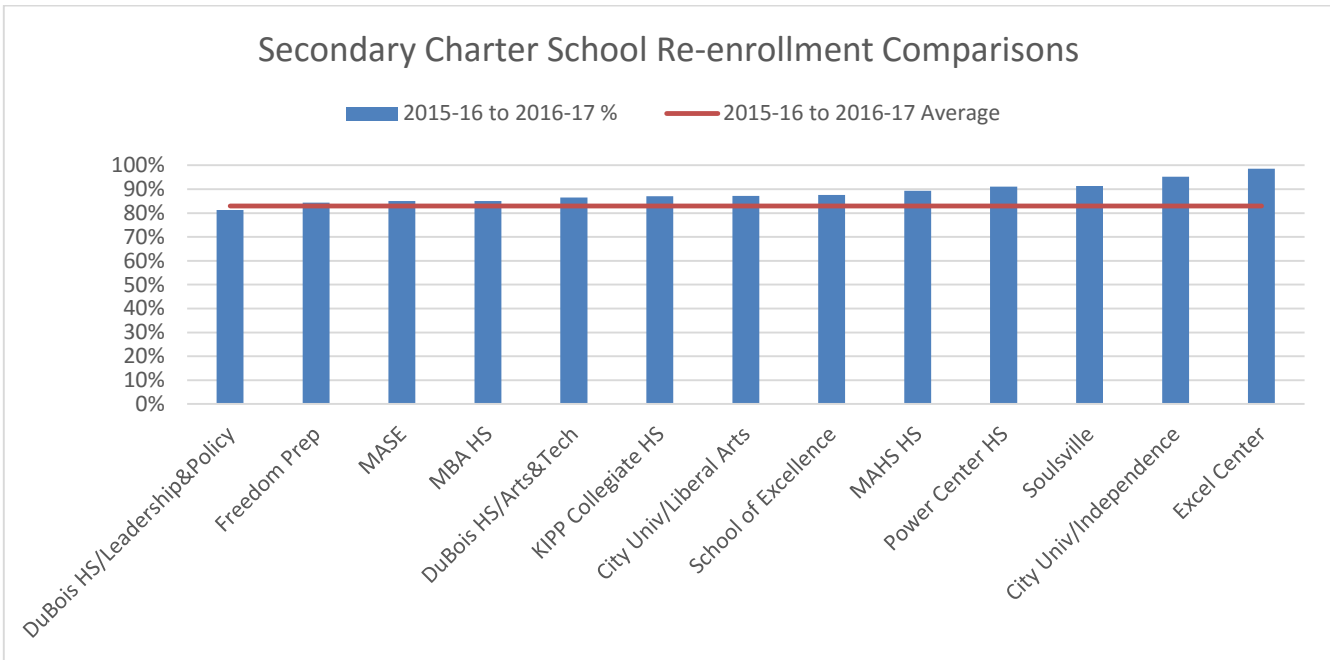
SCS Charter school K-8 re-enrollment percentages from 2014-15 to 2015-16 range from 67.3 percent to 100 percent with an average of 83.1 percent. The re-enrollment percentage for nine schools was above the average. Having a high re-enrollment rate could indicate that students and parents are happy with their school choice. It must also be noted that the student population in Memphis is quite transient, so having a low re-enrollment does not always indicate dissatisfaction; it could be that the student’s family moved to a different area of Memphis or out of town.

SCS Charter school K-8 re-enrollment rates for 2015-16 to the 2016-17 school year are broader with 64.5 percent as the lowest rate and 94.4 percent as the highest rate. The average is still close to the previous year’s re-enrollment at 83.0 percent. During the 2016-17 year, four new SCS charter schools opened and four schools moved to different regions. Two of the schools - Memphis College Preparatory and Memphis Rise Academy – experienced a negative change in re-enrollment likely due to their location change.



**Figure I-j.** Charter school September re-enrollment comparisons for 2015-16 to 2016-17.

Secondary charter schools had a re-enrollment average of 83.1 percent as well for the 2014-15 to the 2015-16 school year with rates ranging from 78.4 percent to 100 percent. The average re-enrollment for secondary charter schools held fairly steady for the 2015-16 to the 2016-17 academic year with an average re-enrollment of 83.0 percent and rates ranging from 81.3 percent to 98.5 percent.



**Figure I-k.** Charter school September re-enrollment comparisons for 2015-16 to 2016-17.

## II. Academic Performance

The implementation of the new state test for the 2015-16 academic year was challenging. Due to the cancellation of state testing for grades 3 – 8 for the 2015-16 academic year, no academic performance data is included for those grades this year. All academic data included in this report is for grades 9 – 12 only. Performance across the state was much lower than previous state tests as Tennessee has shifted to a test that is expected to be more in line with the college and career readiness standards. Because of this shift, there are no year-to-year comparisons of end of course performance, exam success rates, or overall success rates in this section. It’s also important to note that because of the testing challenges, 2015-16 data should be considered a baseline year for grades 9-12 only. The [glossary](#) provides definitions for many of the terms used in this section. You may also find the terms in the Guide to the 2017 Charter School Annual Report.

In 2015-16, SCS schools grades 9-12 as a whole outperformed SCS charter schools when comparing average success rates, exam success rates, and student growth. Charter schools still outperformed the district overall when comparing graduation rates. For more details on how the Overall and Exam Success rates were calculated, please see [Appendix C](#).

### 2016 Grades 9-12 Overall Success Rates

The Overall Success Rate takes the lag-year graduation numbers into account along with the percent of students considered “on track” or “mastered” in the subject areas of Algebra I & II, English I, II & III, and Geometry. In addition, it includes the percent of students considered “proficient” or “advanced” in Biology I, and Chemistry (US History is not included in the Overall Success Rate). Only secondary schools with a 2015 graduation rate and 2016 grades 9 -12 state test scores were included in the success rate analysis. Soulsville was the only charter school to outperform the overall district when comparing success rates. The overall district secondary success rate was 26.4 percent and Soulsville performed more than 5 points higher than the district. The majority of charter schools did outperform the District-managed schools included in their region. Notes on schools included in the regional analysis can be found in [Appendix A](#).

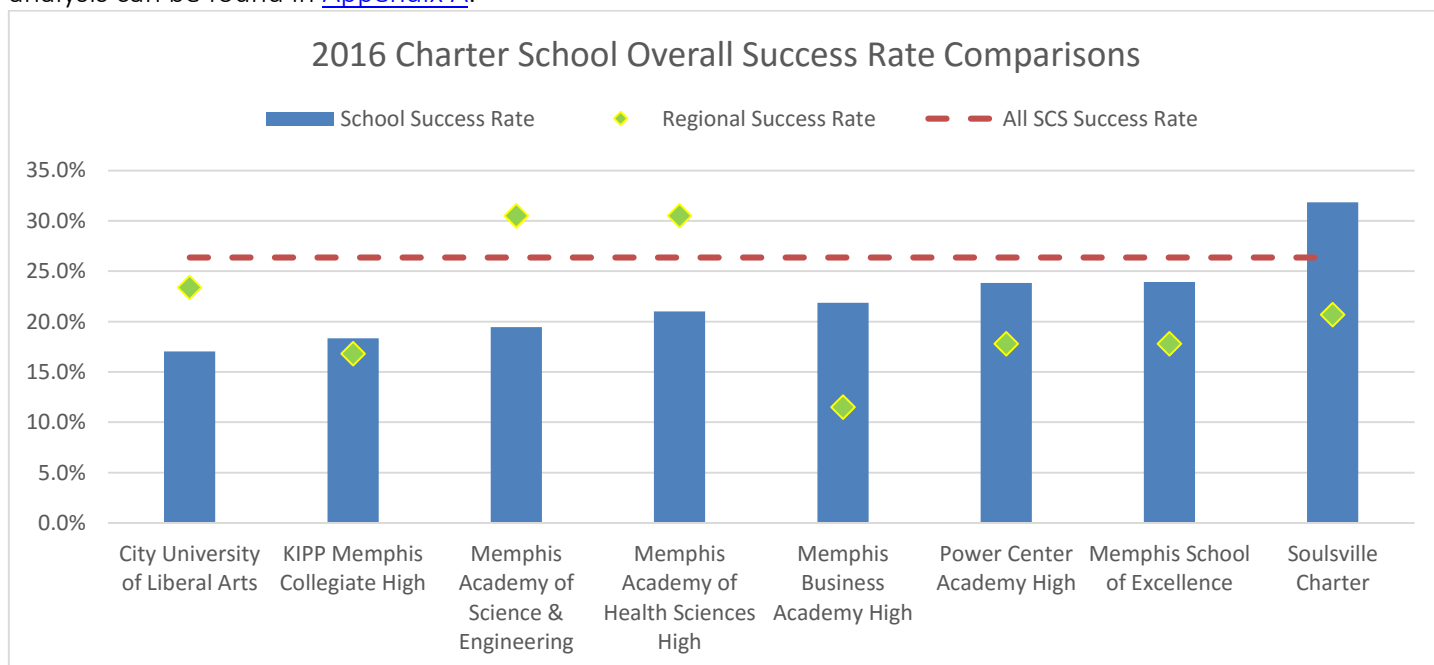


Figure II-a. 2015-16 Exam Success rate comparisons

## 2016 Grades 9-12 Entry-Level End of Course (EOC) Performance

End of Course exams are the assessments administered to all students in grades 9-12. Though some students in lower grades take the exams, only results of students in grades 9-12 are included in this report. The charts below show only the entry level subject area assessment results – Algebra I, English I, and Biology I. Standards and the assessment did not change for Biology and Chemistry for the 2015-16 academic year and may explain why proficiency is higher in the sciences.

SCS Charter and District-managed schools were closely aligned when looking at student performance on entry-level End of Course exams. The District-managed schools slightly outperformed charter schools in Algebra I and English I. Across the board, the charter sector and the District-managed schools had a 35 percent proficiency rate in Biology I. The district as a whole must work to increase proficiency rates in all subject areas and adjust to the new standards and state assessment.

Figure II-b. displays the average EOC performance for the SCS charter sector, District-managed schools and all secondary schools (grades 9-12) combined. See [Appendix D](#) for a school by school comparison of the entry-level subject areas.

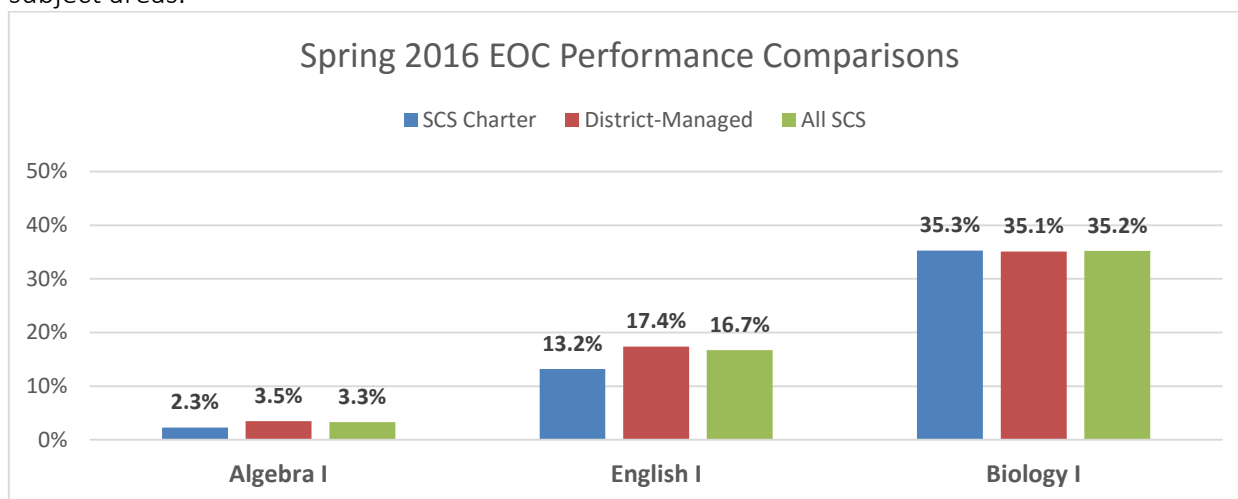
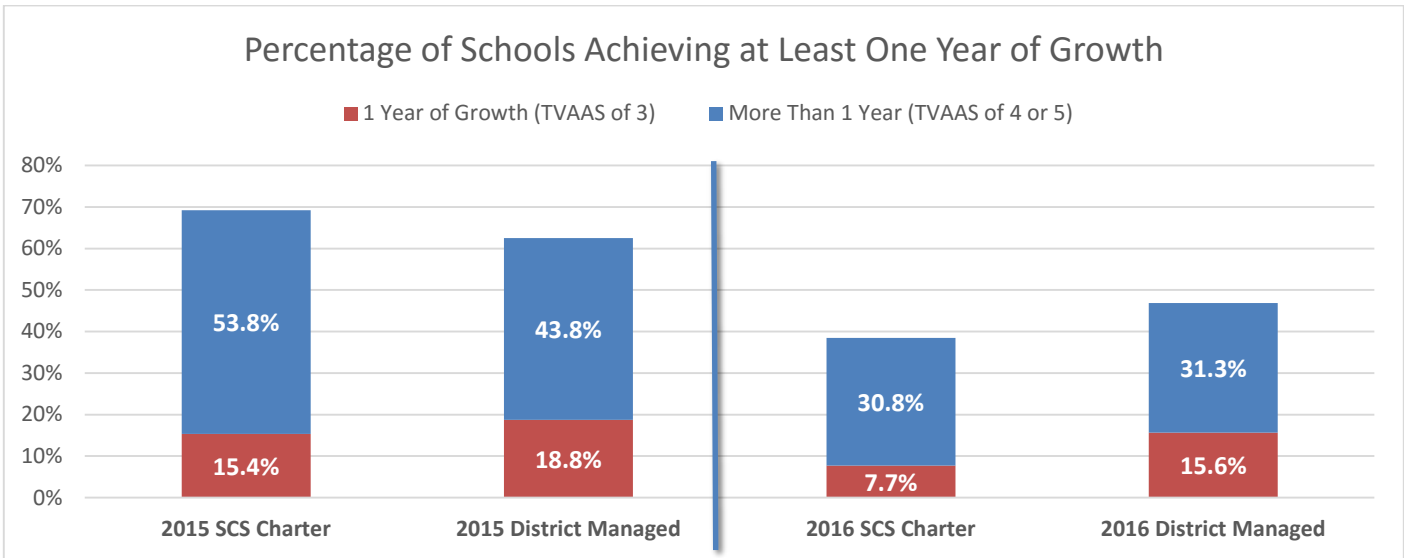


Figure II-b. 2015-16 Exam Success rate comparisons

## 2016 Grades 9-12 Student Growth/TVAAS

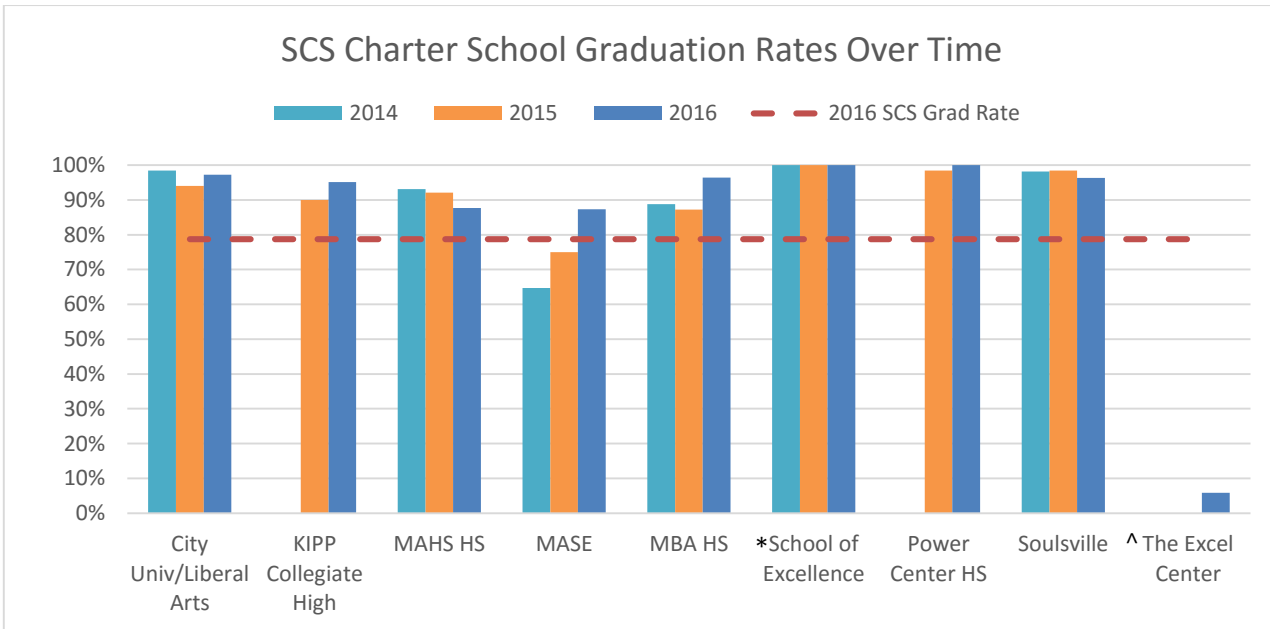
The Tennessee Department of Education will soon begin assigning letter grades to schools as a part of an accountability measure. Student growth may be a part of what makes the grade for each school. TVAAS is the measure that is used to communicate student growth. TVAAS scores range from 1 – 5. Levels 1 and 2 indicate that students grew less than their peers across the state, while levels 4 and 5 mean they tended to grow more than their peers across the state. Due in part to the shift to a new state test, the district as a whole showed lower rates of growth than in 2015. The District-managed schools had a higher percentage of schools with a year or more of growth than the charter sector as a whole for the 2015-16 academic year.



**Figure II-c.** 2014-15 and 2015-16 Charter and district TVAAS percentages.

### Student Graduation Over Time

In 2015-16, eight of SCS’ secondary charter schools had student cohorts eligible for graduation. All eight schools exceeded the district-wide graduation rate of 78.7 percent in 2016, and six schools achieved graduation rates of 95 percent or higher. All but one secondary charter school with a graduation rate over 95 percent has a graduation cohort of less than 100. The two District-managed schools with a graduation cohort of less than 100 students – Hollis F. Price Middle College and Middle College High – also had a 2015-16 graduation rate over 95 percent. See [Appendix C](#) for notes on graduation calculations.



**Figure II-d.** SCS Graduation Rates over time.

\*Memphis School of Excellence actually had a confirmed 100% graduation rate in 2015. A data error caused the rate to be incorrectly reported as 92.31% to the Tennessee Department of Education. This orange bar on the chart reflects the corrected rate of 100%; however, the state data will still show 92.31%.

^The Excel Center is targeted toward students who are behind academically or adults (18+). It is not considered a traditional high school.

### III. Student Behavior

#### Out of School Suspensions (OSS)

Maintaining low suspension rates is one key to students’ academic success in terms of maximizing instructional time and ensuring a large number of students have a consistent path to high school graduation. Across all grades, suspension rates in the charter sector are 8.1 percentage points lower than District managed schools. When comparing suspension rates for secondary schools, the rates for the charter sector are more than 20 percentage points lower than that of District managed schools. 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. See [Appendix C](#) for data calculations.

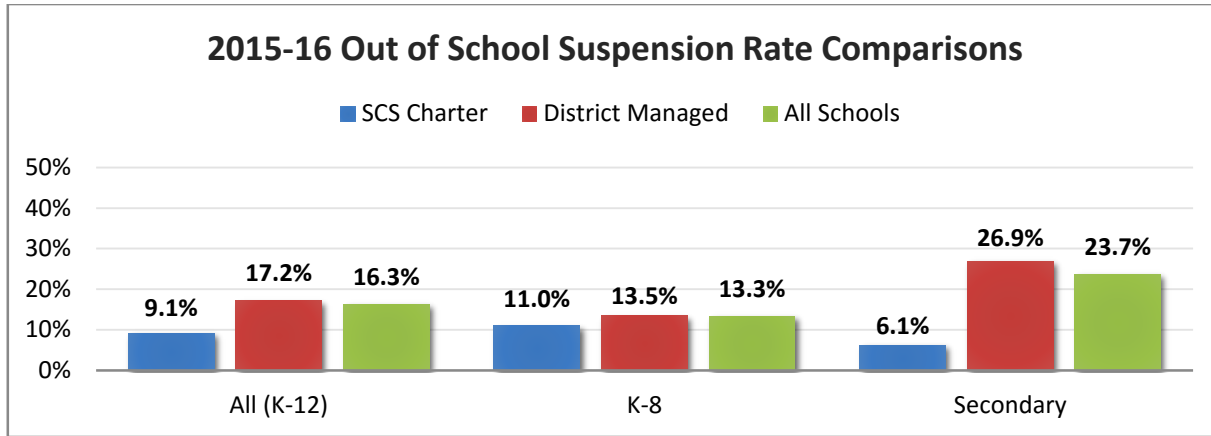


Figure III-a. 2015-16 comparison of out of school suspensions for Shelby County Schools.

#### 2015-16 K - 8 Regional Out of School Suspension Averages

During the 2015-16 year, four K – 8 charter schools reported zero out of school suspensions (Power Center Academy Elementary, Power Center Academy Middle, Memphis Academy of Health Sciences and Circles of Success Learning Academy). Only three K – 8 charter schools reported out of school suspension rates greater than 25 percent (Memphis Grizzlies Preparatory Charter School – 27.5 percent, Memphis Business Academy Middle – 31.9 percent, and KIPP Memphis Collegiate Middle School – 40.5 percent). The suspension rates for all K – 8 SCS Charter schools can be viewed in Figure III-b.

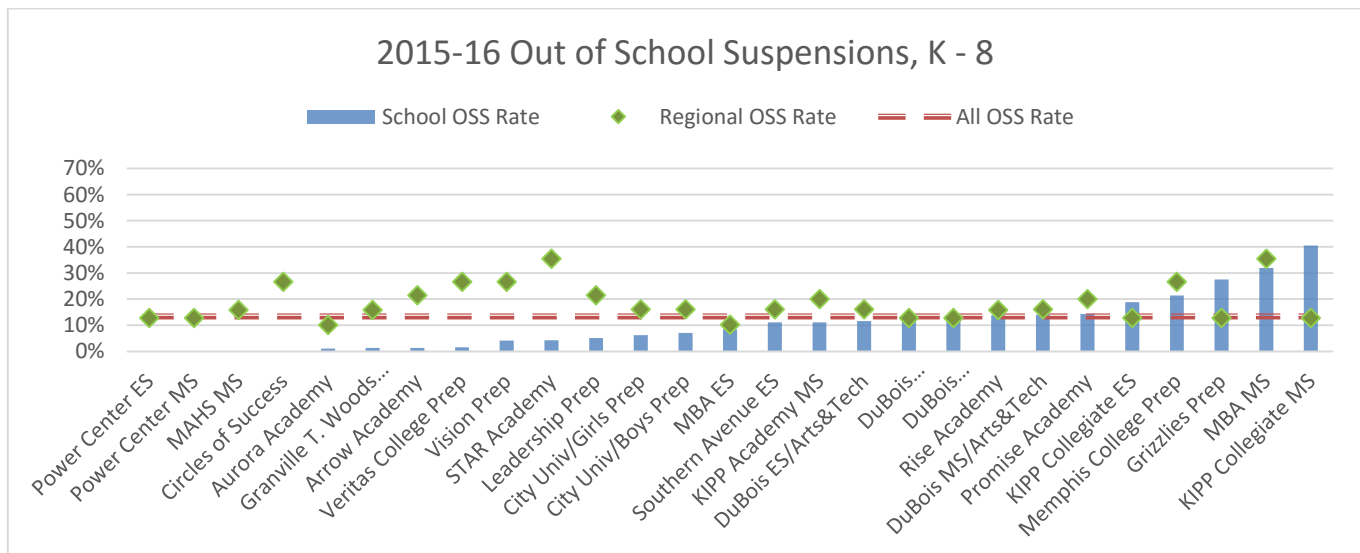


Figure III-b. K-8 2015-16 Shelby County charter school out of school suspension rates with regional and district comparisons.



### 2015-16 Secondary Regional Out of School Suspension Averages

During the 2015-16 academic year, three secondary SCS charter schools reported zero suspensions. None of the secondary SCS charter schools had suspension rates above 20 percent. The highest suspension rate in the secondary SCS charter sector was 19.1 percent (KIPP Memphis Collegiate High). The suspension rates for all SCS secondary charter schools are displayed in Figure III-c.

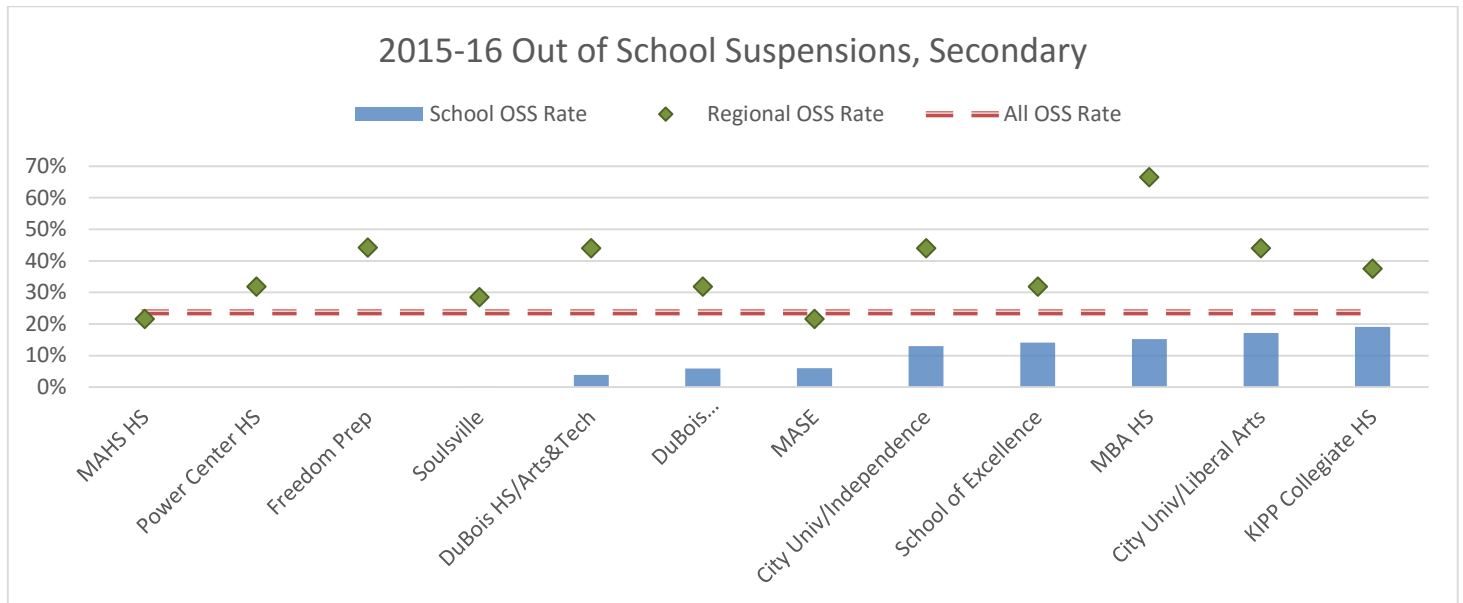


Figure III-c. 2015-16 secondary charter school out of school suspension rates with regional and district comparisons.

### Expulsions

Both the district and charter schools have an expulsion rate of less than 1.5 percent. SCS Charter schools have a lower expulsion rate than the district. The difference is greater when comparing secondary schools. During the 2015-16 academic year, only three K – 8 charter schools had an expulsion rate greater than zero percent ranging from 0.4 percent to 1.5 percent (DuBois Middle School of Arts & Technology – 3 expulsions, KIPP Memphis Collegiate Middle School – 3 expulsions, and Memphis Grizzlies Preparatory Charter School – one expulsion). The secondary schools for the charter sector had the same number of schools with an expulsion rate greater than zero percent, ranging from 0.2 percent to 1.3 percent (DuBois High School of Arts & Technology – 2 expulsions, Memphis Academy of Science and Engineering – 1 expulsion, and Freedom Preparatory Academy – 1 expulsion).

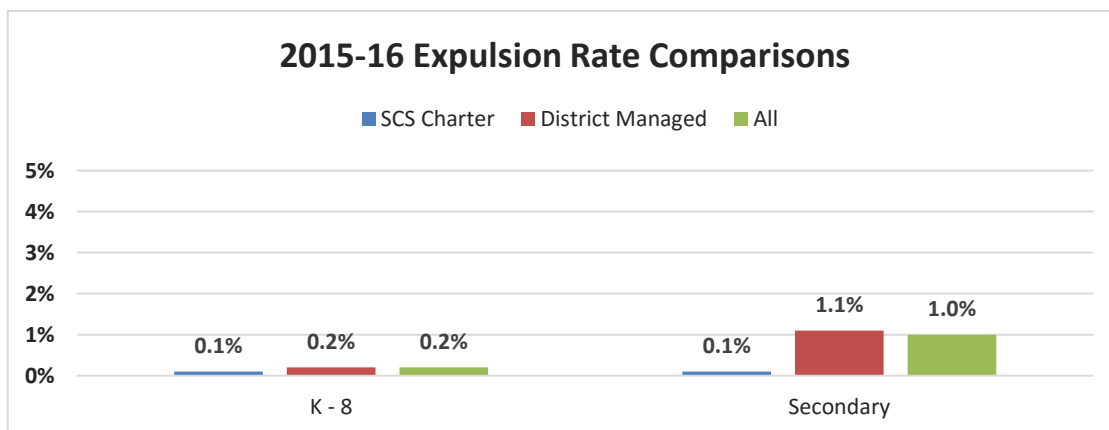


Figure III-d. 2015-16 Average Percent of Students expelled. Used a smaller Y-axis to allow for a closer view of the data points.

## Student Attendance

Student attendance is an important piece of each student’s academic journey. The more time spent in class with effective teachers, the better the opportunity for academic growth and achievement. Average attendance rates for the charter sector are greatest in secondary schools, while lagging in the K – 8 schools compared to District-managed schools. When comparing the SCS charter school average attendance rate for the 2015-16 academic year to the SCS District-managed schools, there is less than a one-point gap in the average rate for K – 8 schools. In contrast, there is a five-point gap when comparing the average attendance for the same sectors in the secondary schools.

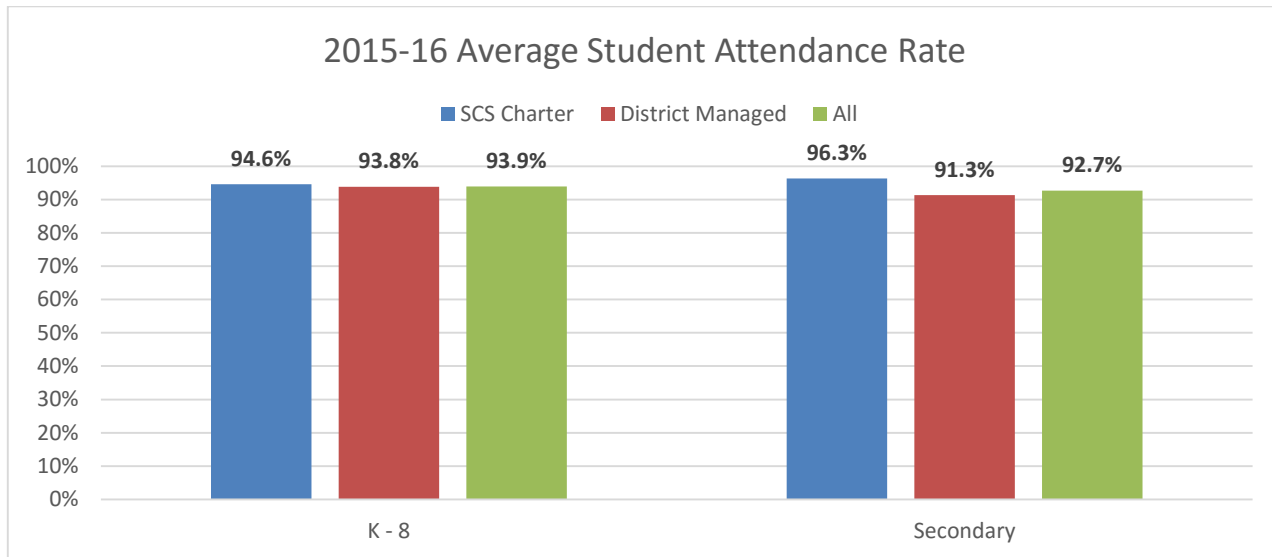


Figure III-e. 2015-16 Average student attendance rates for the Charter sector, District-managed schools and All SCS schools.

Fifteen (fifty-five percent) K-8 charter schools exceeded the district average attendance rate for the 2015-16 academic year.

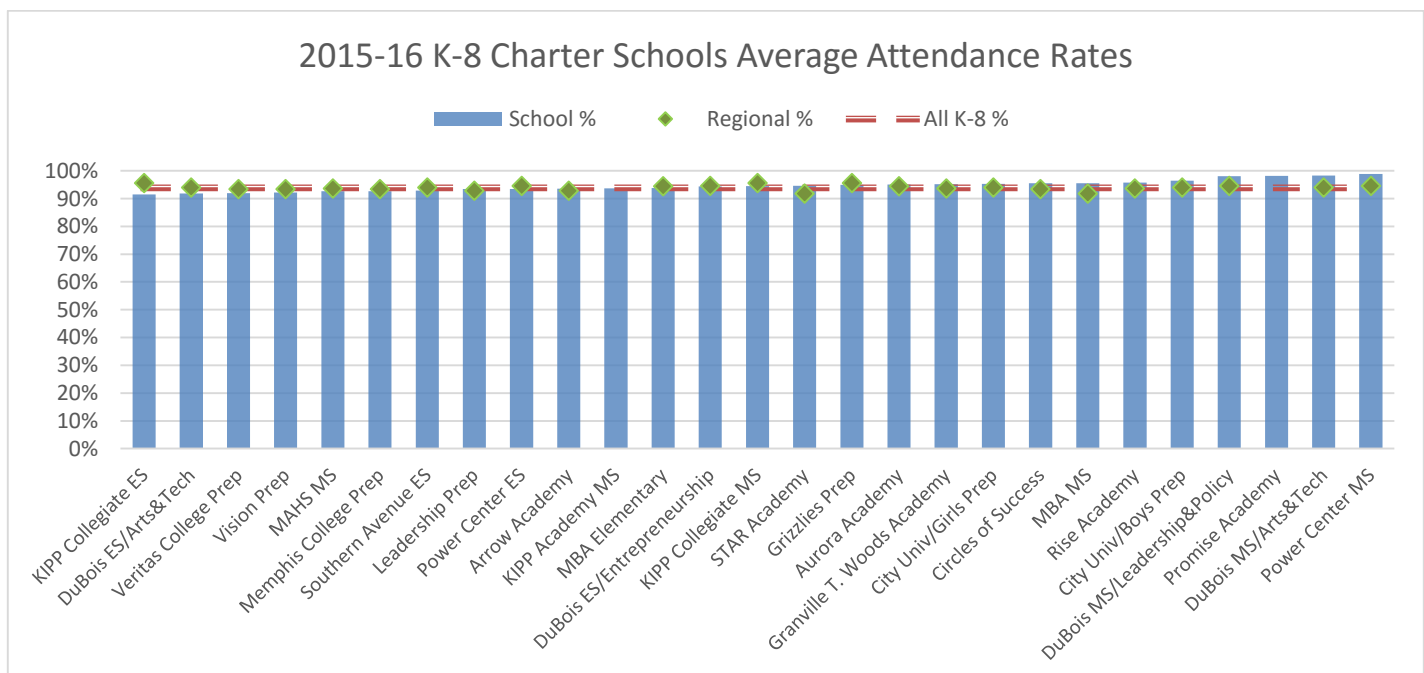


Figure III-f. 2015-16 K-8 Charter schools average attendance rates.

All but one secondary charter school exceeded the district attendance average of 92.7 percent for the 2015-16 academic year. Four secondary charter schools had an average attendance rate above 98 percent for 2015-16 (City University School of Independence, Freedom Preparatory Academy, The Soulsville Charter School and The EXCEL Center).

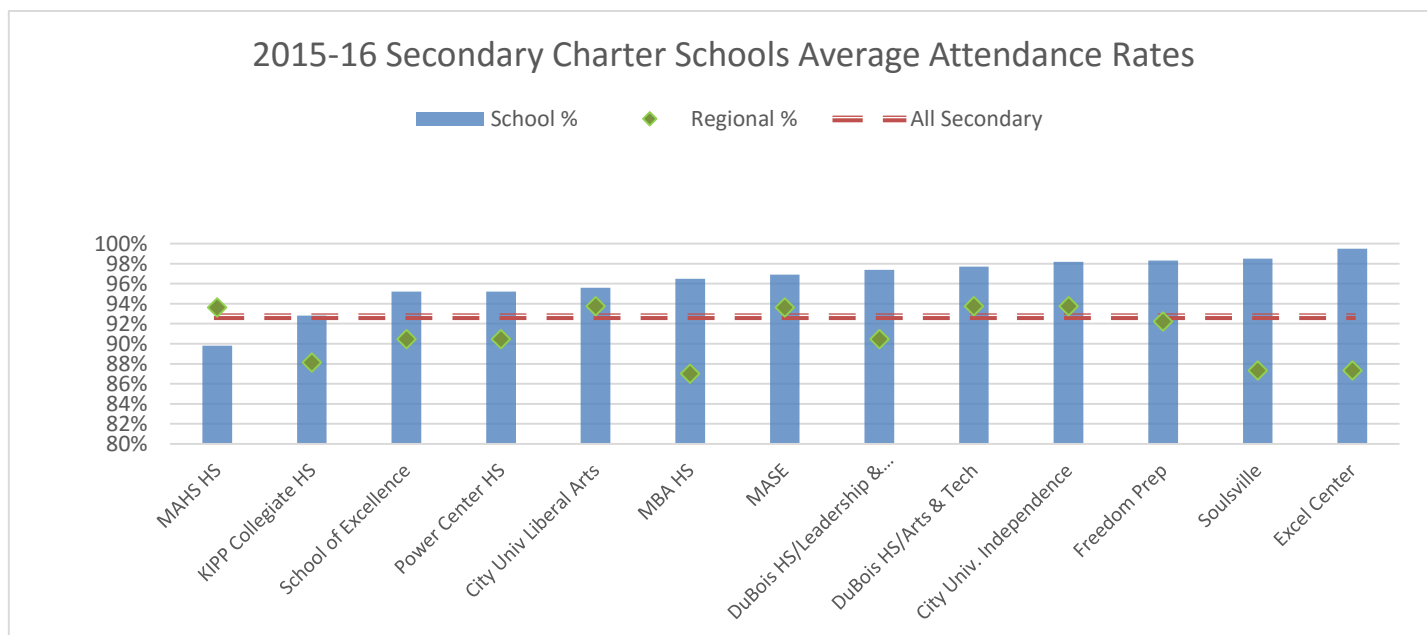


Figure III-g.

#### IV. Operations Scorecard

SCS collaborated with its charter partners to create an Operations Score Card (OSC) that assesses the charter 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 was implemented for the first time during the 2015-16 school year, and a full version of the 2015-16 OSC rubric is available as [Appendix H](#). Highlights of the 2015-16 the OSC are as below.

- 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. A score of 3 signifies a school is meeting expectations.
- The OSC domains cover a broad range of operational expectations including but not limited to federal programs, human resources and benefits, 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.

The Operations Score Card illustrates 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.

### 2015-16 Operations Score Card Results

The average score for the K – 8 charter schools on the Operations Score Card was 4.0 with the average for secondary schools trailing by a tenth of a point at 3.9. Not one school earned a score below 3.0. In general, the charter school sector performed well in operations during the 2015-16 school year. The schools with the highest scores were Memphis School of Excellence (4.83), a secondary school, and Arrow Academy (4.45), a K – 8 school. Not one school scored below 3.25. The schools with the lowest scores were City University Liberal Arts (3.38), a secondary school and Granville T. Woods (3.42), a K – 8 school.

Twelve K – 8 schools (44 percent) met or exceeded the average OSC score for the 2015-16 academic year. Five secondary schools (38 percent) met or exceeded the average OSC score for the 2015-16 academic year. The scores for all the charter schools are displayed in Figure IV-a.

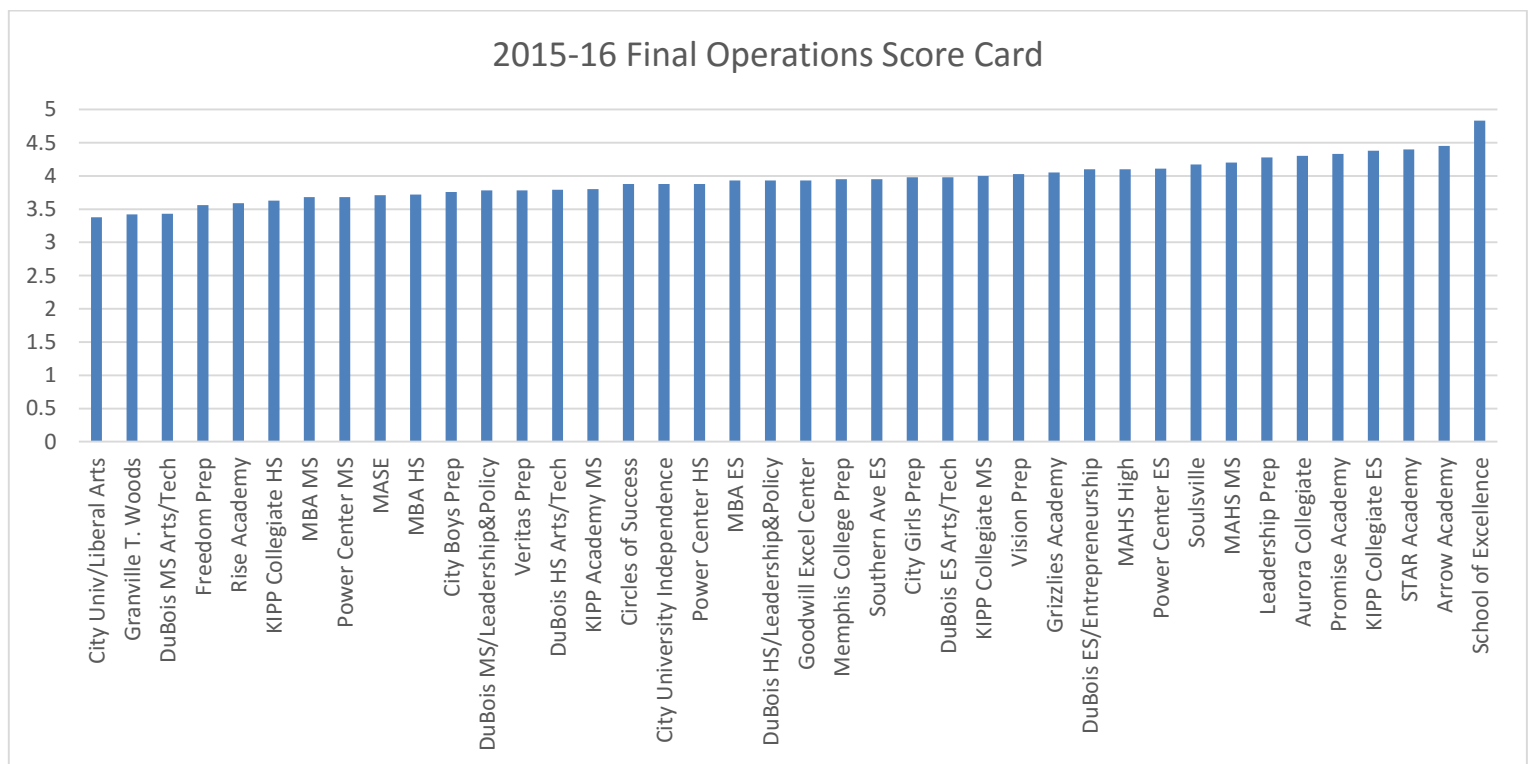


Figure IV-a. 2015-16 Final Operations Score Card

Fifteen schools earned a score greater than or equal to 4.0; twenty-two schools earned a score between 3.5 and 3.99; and only three schools earned a score below 3.5 on the Operations Score Card for the 2015-16 school year. To receive a score of 4+ means the schools is very close to exceeding expectations in the areas of non-academic performance. Figure V-a. lists the schools sorted in order of the highest to lowest score. High schools are highlighted in peach to make comparisons to similar grade bands easier.

## 2015-16 Charter School Operations Score Card Results Ranked from Highest to Lowest Score

School Name	Final Score
Memphis School of Excellence	4.83
Arrow Academy	4.45
STAR Academy	4.4
KIPP Memphis Collegiate Elem	4.38
Promise Academy	4.33
Aurora Collegiate	4.3
Leadership Prep	4.28
MAHS Middle	4.2
Soulsville	4.17
Power Center Elem	4.11
DuBois Elem Entrepreneurship	4.1
MAHS High	4.1
Grizzlies Academy	4.05
Vision Prep	4.03
KIPP Memphis Collegiate Middle	4
City Girls Prep	3.98
DuBois Elem Arts/Tech	3.98
Memphis College Prep	3.95
Southern Ave Elem	3.95
MBA Elem	3.93
DuBois High Leadership/Public Policy	3.93
Goodwill Excel Center	3.93
Circles of Success	3.88
City University Independence	3.88
Power Center High	3.88
KIPP Memphis Academy Middle	3.8
DuBois High Arts/Tech	3.79
DuBois Middle Leadership/Public Policy	3.78
Veritas	3.78
City Boys Prep	3.76
MBA High	3.72
MASE	3.71
MBA Middle	3.68
Power Center Middle	3.68
KIPP Memphis Collegiate High	3.63
Memphis Rise Academy	3.59
Freedom Prep	3.56
DuBois Middle Arts/Tech	3.43
Granville T. Woods	3.42
City University Liberal Arts	3.38

Figure V-a. 2015-16 Operations Score Card Results.

## V. Charter Schools Directory

### 2016-17 Charter Schools Listing

Directory of all 2016-17 Charter Schools. Schools that closed after the 2015-16 year are not included in the table. See the 2016-17 Charter Schools Handbook for a summary of information on each individual school.

School Name	1 <sup>st</sup> Year of Operation	Grades Served (2016-17)	Street Address	Zip	Region	Phone #
Arrow Academy of Excellence	2013-14	K-3	645 Semmes St	38111	U. Memphis	(901) 207-1891
Aurora Collegiate Academy	2012-13	K-5	3804 Given Ave	38122	Summer Corridor	(901) 249-4615
Circles of Success Learning Academy	2003-04	K-5	867 South Parkway E	38106	South Memphis	(901) 322-7978
City University School of Liberal Arts	2004-05	9-12	1475 E Shelby Dr	38116	Nonconnah	(901) 775-2219
City University Boys Preparatory	2009-10	6-8	1475 E Shelby Dr	38116	Nonconnah	(901) 775-2219
City University Girls Preparatory	2013-14	6-8	1475 E Shelby Dr	38116	Nonconnah	(901) 775-2219
City University School of Independence	2015-16	10	1475 E Shelby Dr	38116	Nonconnah	(901) 775-2219
Du Bois Elementary School of Arts & Technology	2013-14	K-5	817 Brownlee Rd	38116	Nonconnah	(901) 801-6164
Du Bois Elementary School of Entrepreneurship	2013-14	K-5	4475 S. Germantown Rd	38125	Hickory Hill	(901) 509-6190
Du Bois Middle School of Arts & Technology	2013-14	6-8	817 Brownlee Rd	38116	Nonconnah	(901) 801-6171
Du Bois Middle School of Leadership & Public Policy	2013-14	6-8	8146 E Shelby Dr	38125	Hickory Hill	(901) 751-7122
Du Bois High School of Arts & Technology	2013-14	9-12	817 Brownlee Rd	38116	Nonconnah	(901) 801-6164
Du Bois High School of Leadership & Public Policy	2014-15	9-11	8146 E Shelby Dr	38125	Hickory Hill	(901) 751-7122
Freedom Preparatory Academy	2009-10	6-8 9-12	778 Parkrose Rd 5132 Jonetta Rd	38109	SW Memphis	(901) 259-5959
Goodwill Excel Center Midsouth	2015-16	9-12 and adults	1490 Norris Rd	38106	South Memphis	(901) 726-3100
Granville T. Woods Academy of Innovation	2015-16	K-8	3824 Austin Peay Hwy	38128	Raleigh	(901) 800-1209
Grizzlies Preparatory	2012-13	6-8	168 Jefferson Ave	38103	Downtown	(901) 474-0955
KIPP Memphis Academy Middle	2012-13	5-8	2110 Howell Ave	38108	North Memphis	(901) 791-9793
KIPP Memphis Collegiate High	2011-12	9-12	2109 Howell Ave	38108	North Memphis	(901) 791-9792
KIPP Memphis Collegiate Elementary	2012-13	K-4	230 Henry Ave	38107	Downtown	(901) 791-9391
KIPP Memphis Collegiate Middle <i>*First year as a charter 2008-09</i>	2002-03	5-8	230 Henry Ave	38107	Downtown	(901) 791-9390
Leadership Preparatory	2015-16	K-2	4190 Elliston Rd	38111	U. Memphis	(901) 512-4495
Memphis Academy of Health Sciences High (MAHS HS)	2008-09	9-12	3925 Chelsea Ext	38107	Downtown	(901) 382-1441
Memphis Academy of Health Sciences Middle (MAHS MS)	2003-04	6-8	3608 Hawkins Mill Rd	38128	Raleigh	(901) 213-4123
Memphis Academy of Science & Engineering (MASE)	2003-04	6-12	1254 Jefferson Ave	38104	Downtown	(901) 333-1580

School Name	1 <sup>st</sup> Year of Operation	Grades Served (2016-17)	Street Address	Zip	Region	Phone #
Memphis Business Academy Elementary (MBA ES)	2011-12	K-5	1082 Berclair Rd	38122	Summer Corridor	(901) 591-7267
Memphis Business Academy Middle (MBA MS)	2005-06	6-8	3306 Overton Crossing St	38127	Frayser	(901) 357-2711
Memphis Business Academy High (MBA HS)	2008-09	9-12	3306 Overton Crossing St	38127	Frayser	(901) 357-8680
Memphis College Preparatory Elementary	2010-11	K-5	1500 Dunn Ave	38106	South Memphis	(901) 620-6475
Memphis School of Excellence (MSOE)	2010-11	6-12	4450 S Mendenhall Rd	38141	Hickory Hill	(901) 367-7814
Power Center Academy Elementary	2015-16	K-2	6120 Winchester Rd	38115	Hickory Hill	(901) 333-6874
Power Center Academy Middle	2008-09	6-8	6120 Winchester Rd	38115	Hickory Hill	(901) 333-6874
Power Center Academy High	2011-12	9-12	5396 S Mendenhall Square Mall	38115	Hickory Hill	(901) 310-1331
Promise Academy	2005-06	K-5	1346 Bryan St	38108	North Memphis	(901) 324-4456
Memphis Rise Academy	2014-15	6-8	5130 Raleigh Lagrange Rd	38134	Raleigh	(901) 303-9590
The Soulsville Charter School	2005-06	6-12	1115 College St	38106	South Memphis	(901) 261-6366
Southern Avenue Elementary	2005-06	K-5	2221 Democrat Rd	38132	Nonconnah	(901) 743-7335
STAR Academy	2004-05	K-5	3240 James Rd	38108	Frayser	(901) 387-5050
Veritas College Prep	2010-11	6-8	1500 Dunn Ave	38106	South Memphis	(901) 526-1900
Vision Preparatory	2014-15	K-3	260 Joubert Ave	38109	South Memphis	(901) 775-1018

**Note: Charter schools that closed at the end of the 2015-16 academic year are not included in the directory.**

### 2016-17 New Charter Schools

Below are the new Charter Schools that opened in the Fall of 2016-17.

School Name	1 <sup>st</sup> Year of Operation	Grades Served	Street Address	Zip	Region	Phone #
Aspire East Academy	2016-17	K-1	6870 Winchester Rd	38115	Hickory Hill	(901) 567-7086
Freedom Preparatory Academy Elementary	2016-17	K-1	964 Fields Rd	38109	South Memphis	(901) 259-5959
Memphis Delta Preparatory	2016-17	K-4	1299 E McLemore Ave	38106	South Memphis	(901) 848-2325
Memphis STEM Academy	2016-17	K-1	2450 Frayser Blvd	38127	Frayser	(901) 353-1475
Nexus STEM Academy	2016-17	6	8220 E Shelby Dr	38125	Hickory Hill	(901) 213-5161

## VI. Appendices

### Appendix A: Notes on Regional Analysis

In order to approximate how charter schools compared with other SCS schools that families might consider enrolling in, we aggregated various rates for District-managed 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. The Guide to the 2017 Annual Charter School Report has more details on how schools were selected.

\* Charter School

Downtown Region	
K-8 Schools	Grizzlies Prep*
Bellevue MS	
Bruce ES	Secondary Schools
Carnes ES	Central HS
Downtown ES	Manassas HS
KIPP Collegiate ES*	MAHS HS*
KIPP Collegiate MS*	MASE*

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

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

North Memphis Region	
K-8 Schools	Vollentine ES
Douglass K8	
KIPP Academy MS*	Secondary Schools
Promise Academy*	Douglass HS
Springdale ES	KIPP Collegiate HS*

University of Memphis Region	
K-8 Schools	
Arrow Academy*	Leadership Prep*
Bethel Grove ES	Sharpe ES
Cherokee ES	Sherwood ES
Dunbar ES	Sherwood MS

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

Raleigh Region	
K-8 Schools	
Brownsville Road ES	MAHS MS*
Craigmont MS	Raleigh-Bartlett Meadows ES
Egypt ES	Raleigh-Egypt MS
G.T. Woods/Innovation*	Rise Academy*
Keystone ES	

South Memphis Region	
K-8 Schools	Memphis College Prep*
A. B. Hill ES	Riverview ES
Alton ES	Riverview MS
Circles of Success*	Veritas College Prep*
Cummings ES	Vision Prep*
Cummings MS School	Secondary Schools
Hamilton ES	B. T. Washington HS
Hamilton MS	Hamilton HS
LaRose ES	Soulsville*

Summer Corridor Region	
K-8 Schools	
Aurora Collegiate*	MBA ES*
Berclair ES	Treadwell ES
Kingsbury ES	Treadwell MS School
Kingsbury MS	Wells Station ES

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

\*\*Because of the low number of schools in the SW region, two middle schools were pulled into the regional analysis. Freedom Prep served grades 6 – 11 in the 2015-16 academic year.

**Note:** Data for the schools that closed at the end of the 2015-16 academic year are not included in the regional analysis; however, they are included in the aggregate level data.



## Appendix B: Map of Schools included in Regional Analysis

The map below displays the schools that were included in the regional analysis. The star indicates a charter school and the circle indicates a District-managed school.

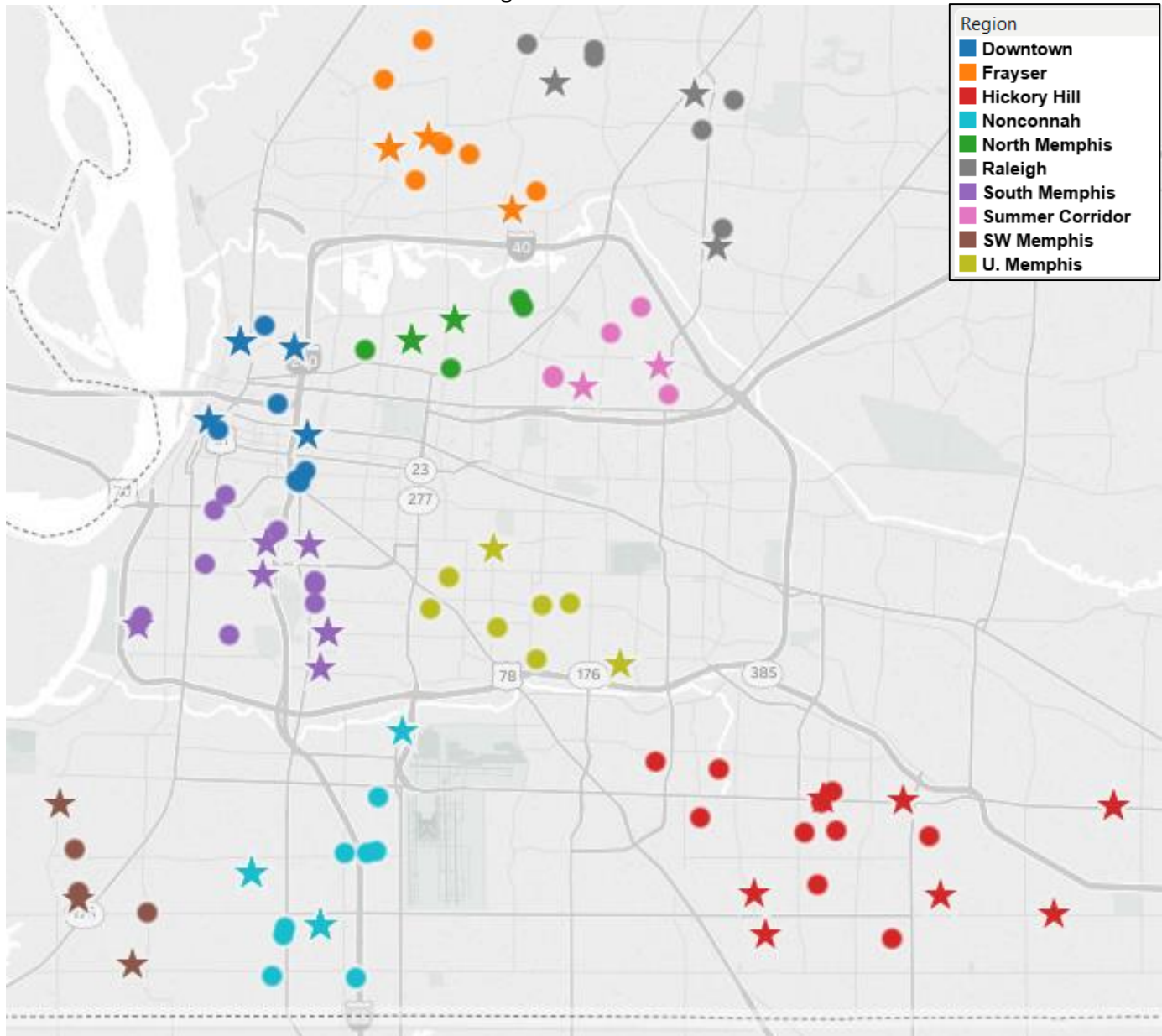




Figure 1.

-  = charter school
-  = District-managed school

## Appendix C: Notes on Data Calculations

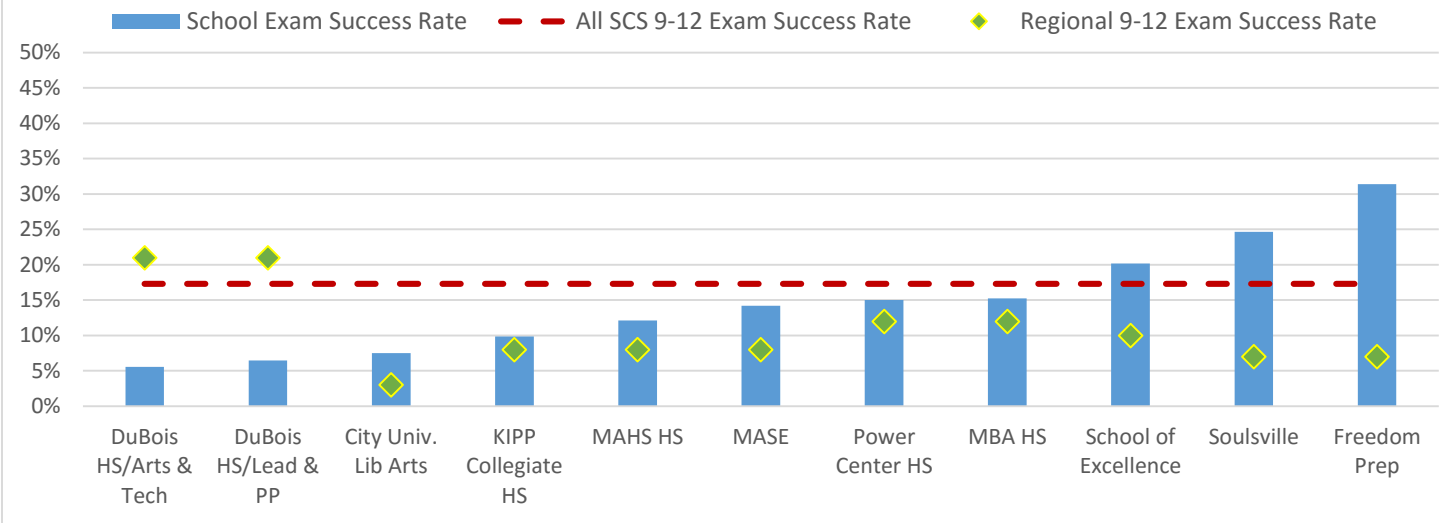
Graduation	For Success Rates, the lag-year graduation rates were used. For Figure II-a. on page 9, the actual cohort graduation rates were used.
Enrollment	Day 40 net enrollment was used for <b>Figure III-a.</b> Year-end enrollment was used for the special student populations in section III.
Expulsion Rate	Number of individual students expelled during the school year (regardless of how many times) divided by the year-end net student enrollment.
Suspension Rate	Number of individual students suspended (out of school suspensions only) during the school year (regardless of how many times) divided by the year-end net student enrollment.
Re-enrollment	Used approximately day 20 data for each re-enrollment year.
Rounding	Figure II-a. on page 10: Five-Year Student Enrollment Numbers rounded to the nearest hundred.
Averages	Except for attendance averages, data averages in the report are calculated by dividing the number of students affected by the sum of the student population. Attendance average is the average of the average for each school.
Exam Success Rate	The total number of students in grades 9-12 “On Track” or “Mastered” in all tested subject areas (Algebra I, Algebra II, Biology I, Chemistry, English I, English II, English III, Geometry, and US History) divided by the total number of valid exams for students in grades 9-12.
Success Rate	The total number of students in grades 9-12 “On Track” or “Mastered” in Algebra I, Algebra II, Algebra III, Integrated Math I, Integrated Math II, Integrated Math III, Biology I, Chemistry, English I, English II, English III, and Geometry plus the total number of on-time graduates (lag-year, 2015 graduates) divided by the total number of valid exams plus the total number of students in the lag-year graduation cohort.  <b>Note: Soulsville Charter School was the only SCS school to test students in Integrated Math I, II and III in lieu of Algebra I, II, III and Geometry.</b>

Figure 2.

## Appendix D: 2016 Grades 9-12 Exam Success Rates

The Exam Success Rate is an average of students considered “on track” or “mastered” in all tested subject areas (Algebra I & II, Biology I, English I, II & III, Chemistry, Geometry, and US History). Figure II-a. displays exam success rate comparisons for secondary charter schools with grades 9-12 exam scores for 2015-16. Charter School exam success rates range from 5.6 percent to 31.4 percent. The exam success rate average for all SCS secondary schools was 17.3 percent. Three charter schools – Memphis School of Excellence, Soulsville Charter School, and Freedom Preparatory Charter School – outperformed the district overall. See the appendices for notes on data calculations.

## 2016 Exam Success Rate Comparison - Secondary Charter Schools

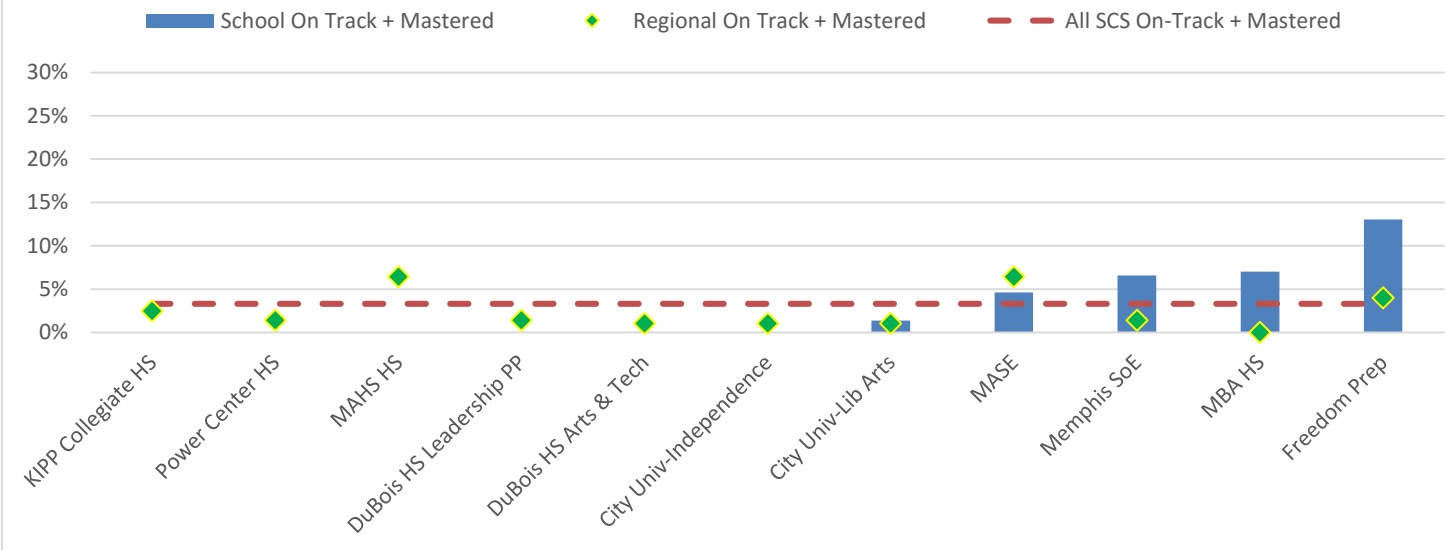


**Figure 3.** 2015-16 Exam Success rate comparisons

### Algebra I EOC Charter School Performance Comparisons

SCS secondary schools as a whole had a very low Algebra I EOC proficiency rate of 3.3 percent. Six charter schools had a proficiency rate of 0 percent in Algebra I, while four charter schools had proficiency rates higher than the district as a whole. The proficiency rates for SCS charter schools in Algebra I ranged from 0 percent to 13 percent. Soulsville Charter School administered Integrated Math I in place of Algebra I. Because no other schools in Shelby County administered the Integrated Math I exam, there is no comparison data to display.

## 2016 Charter School EOC Performance - Algebra I



**Figure 4.** Algebra I EOC Performance comparisons. The y-axis is smaller to allow a closer look at the data points which do not go above 15% in this chart.

### English I EOC Charter School Performance Comparisons

SCS charter school proficiency rates for the English I EOC exam ranged from 2.0 percent to 23.6 percent. Three charter schools (MASE, Power Center HS, and Freedom Prep) met or exceeded the EOC English I proficiency rate of the district as a whole (16.7 percent).

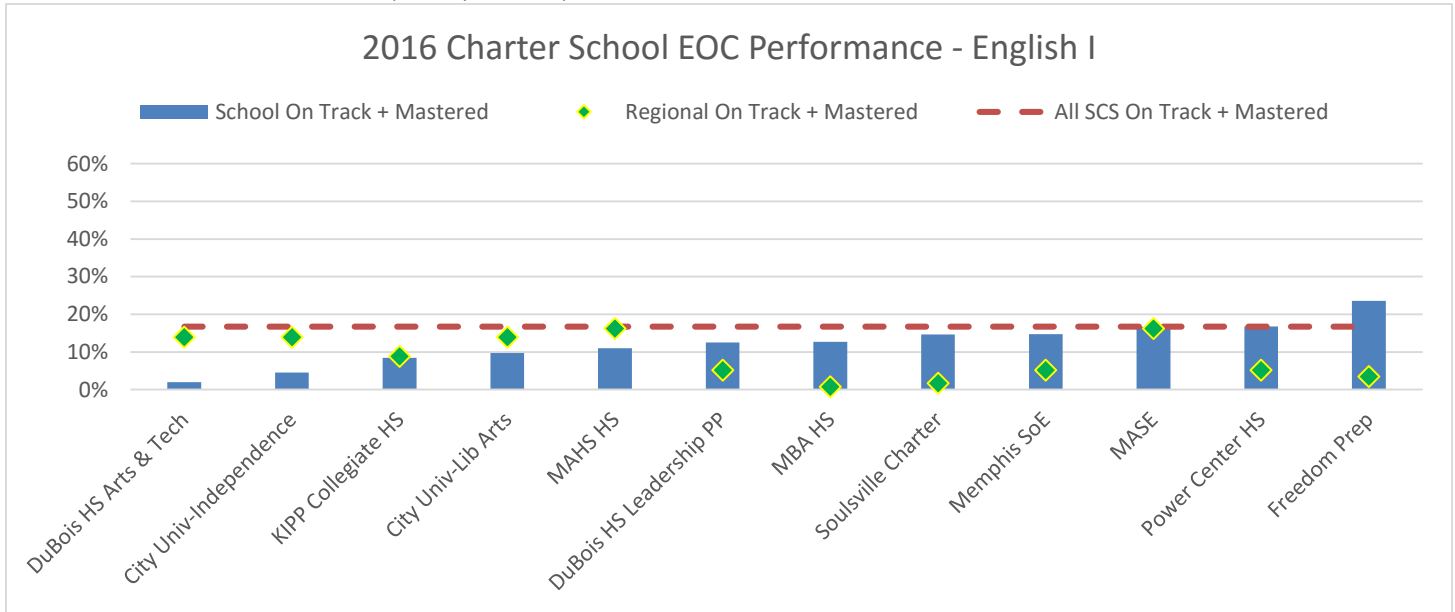


Figure 5. English I EOC Performance comparisons.

### Biology I EOC Charter School Performance Comparisons

Biology I EOC proficiency rates for SCS charter schools ranged from 13.9 percent to 53.3 percent, while the regional rates of District-managed schools ranged from 4.4 percent to 47.8 percent. Five charter schools had Biology I EOC proficiency rates higher than the district's (35.2 percent).

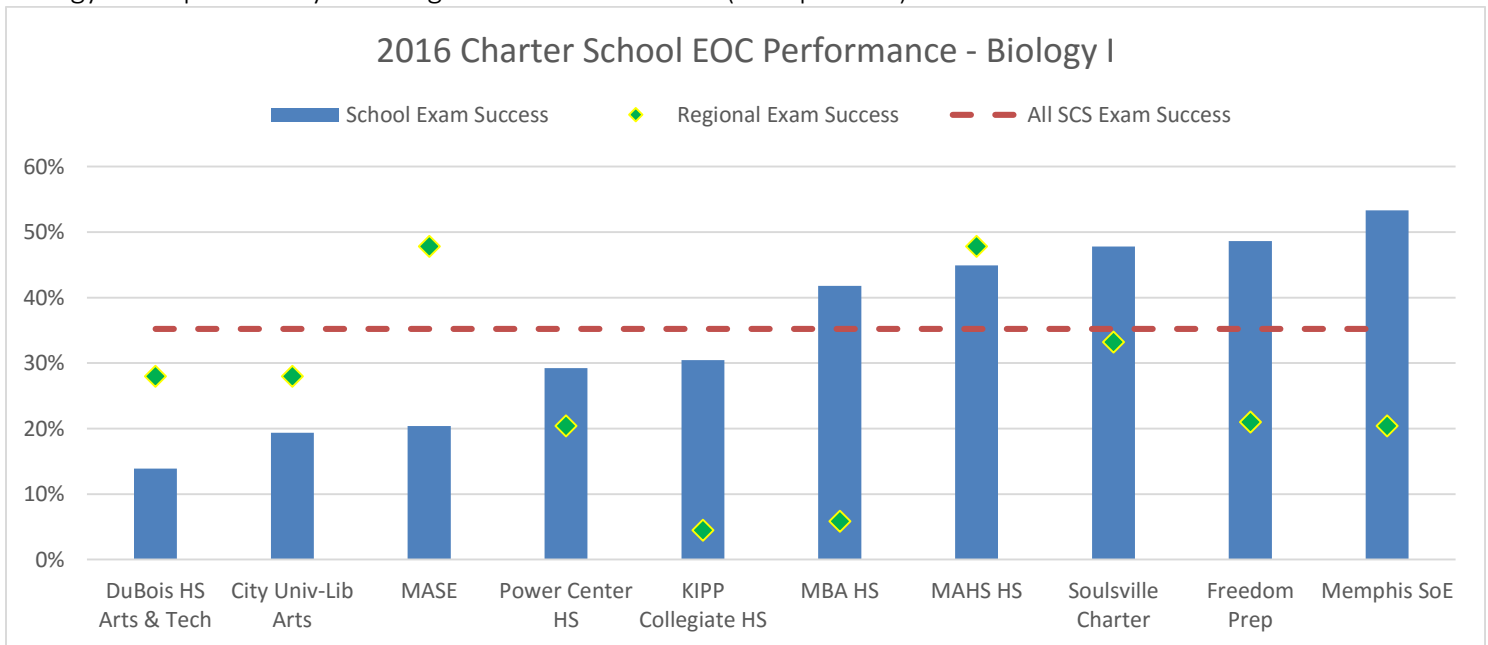


Figure 6. Biology I EOC Performance comparisons.

## Appendix E: Update on Shelby County Charter School Authorizing Support

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 Innovation and Charter Schools has partnered with the National Association of Charter School Authorizers to continue and build upon the work that began last year.

*Information below is from a Memo drafted by Brad Leon (SCS Chief of Strategy & Innovation) and William Haft (VP for Authorizer Development at NACSA) dated July 12, 2016.*

NACSA will work with Shelby County to strengthen the quality of charter school authorizing in four categories of practice.

### 1. Renewal and Revocation

- a. NACSA will support development and drafting of the renewal process and timeline in alignment with both State requirements, quality practice, and the district's new accountability framework which should provide the basis for renewal decisions.
- b. The proposed completion date for the school board renewal decisions and school board approval (formal or informal) of revised 2017-18 renewal materials is January 2017.

### 2. Board Training

- a. NACSA will provide the district with planning and content development support for a board training curriculum and sequence that has an annual orientation as the centerpiece. This orientation will be supplemented with presentations during the year that are aligned with the authorizing cycle.
- b. NACSA will be available to lead or participate in orientations, make presentations; moderate discussions; and engage the board in other ways to bring national expertise to the district's work.

### 3. Differentiated Oversight

- a. NACSA will produce an oversight landscape analysis that documents the current flow of monitoring information and time allocation. This analysis will provide the district with a deeper understanding of the demands of current practices on both the district and the schools.
- b. NACSA will make recommendations for monitoring system revisions that make efficient use of both school and district resources. Recommendations will address both process and resource needs, such as planning for how to gather data and evidence of organizational performance in ways that most effectively balance considerations of cost, reliability, and burden on both the district and schools, etc.

### 4. Application review and approval

- a. NACSA will help the charter school's office build capacity in the district for managing application reviews by working with staff on process design; developing and supporting delivery (either in person or by webinar) of evaluator trainings and capacity interview trainings; developing and supporting presentation of an orientation for potential applicants; developing management tools such as applicant intake forms, completeness review forms, and sample communications, as needed.
- b. NACSA will work with district staff to develop and present a board orientation that prepares them for making sound, merit-based decisions.

- c. NACSA will provide the district with written interview guidance for both interviewers and applicant groups. NACSA will also conduct a one-day workshop that will require participants to prepare for, and practice conducting, a mock interview.
- d. NACSA will work with district staff to develop recommendation reports that provide the board with strong, concise analysis and evaluation of the merits in relation to the criteria for approval.

### Appendix F: School Performance Framework Update

In the coming school year, SCS will implement a school performance framework in partnership with our charter schools to improve community knowledge of all school options. As currently designed, the framework will include student academic data, educator performance data and school culture and climate indicators to provide school quality grades on a 1 to 5 scale. The framework will provide community and family stakeholders with a clear, consistent way to assess the quality of their school options and also serve as a tool for holding the District and its schools accountable for student outcomes and continuous improvement.

### Appendix G: Charter Compact Update

Over the past year, the Shelby Board of Education has made many significant decisions regarding charter application approval, renewal and revocation, underscoring the need for shared commitment and consistent processes between District and charter leaders. SCS has already implemented an Operational Score Card to hold charter schools accountable for non-academic performance and compliance measures, and a Charter Advisory Committee was formed to develop additional accountability and oversight processes. Moreover, the Board, Administration and SCS charter leaders, through the CAC, are working together to provide policy and process recommendations to build a stronger partnership to expand high-quality school options. The CAC is using the Compact to identify specific issues of mutual concern, joint opportunities, and to make recommendations pertaining to Board policies and processes. The compact includes three areas of shared commitment:

1. Supporting Accountability, Transparency, and Adequate and Appropriate Access to Services and Resources
2. Creating Strategic Partnerships – Academic and Legislative
3. Providing Access to High Quality School Options/Choice

In light to the compact’s shared commitments, the CAC is strategically working on recommendations addressing:

1. Accountability and Oversight
2. Funding and Administrative Fee
3. Facilities
4. Adequate and Appropriate Access
5. Services – Continuing and/or Expanding
6. Strategic Partnerships – Academic and Legislative
7. Communication/Marketing Strategic Plan

Appendix H: 2015-16 Operations Score Card Rubric

PERFORMANCE INDICATOR	1	2	3	4	5
<p><b>Federal Programs</b></p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
	<p>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 Programs Quick Reference Guide.</p>	<p>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 Programs Quick Reference Guide.</p>	<p>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 Programs Quick Reference Guide.</p>	<p>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 included in the Federal Programs Quick Reference Guide.</p>	<p>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 Programs Quick Reference Guide.</p>

PERFORMANCE INDICATOR	1	2	3	4	5
<p style="text-align: center;"><b>Student Information PowerSchool SMS</b></p>	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 <sup>th</sup> day of school.	The school entered their student enrollment data and all students were fully scheduled on the 25 <sup>th</sup> day of school.	The school entered their student enrollment data and all students were fully scheduled on the 15 <sup>th</sup> day of school.	The school entered their student enrollment data and all students were fully scheduled by the 10 <sup>th</sup> day of school.	The school entered their student enrollment data and all students were fully scheduled by the 5 <sup>th</sup> 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 <b>Active</b> Calendar and submitted their Student Standard Day to Cheryl Brown after July 30 <sup>th</sup> .	Secondary schools reviewed their bell schedule in the <b>Active</b> Calendar and submitted their Student Standard Day to Cheryl Brown before July 30 <sup>th</sup> .	Secondary schools reviewed their bell schedule in the <b>Active</b> Calendar and submitted their Student Standard Day to Cheryl Brown after July 3 <sup>rd</sup> .	Secondary schools reviewed their bell schedule in the <b>Planning</b> Calendar and submitted their Student Standard Day to Cheryl Brown by July 3 <sup>rd</sup> .	Secondary schools should review their bell schedule in the <b>Planning</b> Calendar and submit their Student Standard Day to Cheryl Brown by June 30 <sup>th</sup> of each year.



PERFORMANCE INDICATOR	1	2	3	4	5
<b>Student Discipline</b>	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.
<b>Student Reenrollment</b>	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.
<b>Student Stability</b>	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.
<b>Annual Audit</b>	A copy of the audit was received after November 10 <sup>th</sup> .	A copy of the audit was received between November 2 <sup>nd</sup> and November 10 <sup>th</sup> .	A copy of the audit was received by November 1 <sup>st</sup> .	A copy of the audit was received between October 27 <sup>th</sup> and October 31 <sup>st</sup> .	A copy of the audit was received on or before October 26 <sup>th</sup> .
<b>Annual Financial Report</b>	AFR was received after July 25 <sup>th</sup> .	AFR was received between July 22 <sup>nd</sup> and July 24 <sup>th</sup> .	AFR was received between July 19 <sup>th</sup> and July 21 <sup>st</sup> .	AFR was received between July 16 <sup>th</sup> and July 18 <sup>th</sup> .	AFR was received by July 15 <sup>th</sup> .
<b>Budget</b>	A board approved budget that ties to the state budget document was received after July 25 <sup>th</sup> . <b>OR</b> The budget was received by July 25 <sup>th</sup> but does not tie to the state budget document <b>OR</b> The budget was received by July 25 <sup>th</sup> but was not board approved.	A board approved budget that ties to the state budget document was received between July 22 <sup>nd</sup> and July 24 <sup>th</sup> .	A board approved budget that ties to the state budget document was received between July 19 <sup>th</sup> and July 21 <sup>st</sup> .	A board approved budget that ties to the state budget document was received between July 16 <sup>th</sup> and July 18 <sup>th</sup> .	A board approved budget that ties to the state budget document was received by July 15 <sup>th</sup> .

PERFORMANCE INDICATOR	1	2	3	4	5
<b>State Budget Document</b>	A state budget document was received after July 25 <sup>th</sup> . <b>OR</b> The budget document does not agree with annual budget detail report. <b>OR</b> The report does not contain all the required components.	A state budget document was received between July 22 <sup>nd</sup> and July 24 <sup>th</sup> . <b>AND</b> The budget document agrees to annual budget detail report. <b>AND</b> The report contains all the required components.	A state budget document was received between July 19 <sup>th</sup> and July 21 <sup>st</sup> . <b>AND</b> The budget document agrees to annual budget detail report. <b>AND</b> The report contains all the required components.	A state budget document was received between July 16 <sup>th</sup> and July 18 <sup>th</sup> . <b>AND</b> The budget document agrees to annual budget detail report. <b>AND</b> The report contains all the required components.	A state budget document was received by July 15 <sup>th</sup> . <b>AND</b> The budget document agrees to annual budget detail report. <b>AND</b> The report contains all the required components.
<b>Allocations</b>	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).
<b>Working Capital Ratio</b> (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. <b>OR</b> 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 <sup>st</sup> and 2 <sup>nd</sup> year schools the current ratio is less than 1.1				For 1 <sup>st</sup> and 2 <sup>nd</sup> year schools the current ratio is greater than or equal to 1.1.
<b>Unrestricted Cash Days</b> (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
<b>Debt to Asset Ratio</b> (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.
<b>Enrollment Variance</b> (actual enrollment divided by enrollment projection) (March 1 <sup>st</sup> 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
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 <b>AND/OR</b> 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 <sup>th</sup> .	The school did not hold their Annual Title 1 Meeting for parents on or before September 30 <sup>th</sup> .
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 not post an annual list of employees currently trained in CPR/First Aid.

This Charter School Annual Report was prepared by:

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