



Office of Charter Schools

2017 Charter School Application Supplement

Additional Information for New Charter Schools and Replication
Applications (including existing operators)

For schools applying on April 1, 2017, for the
2018-19 school year.

Submission Requirements

For the 2017 charter school application process, **any sponsor interested in opening a charter school in Shelby County must complete and submit both the Tennessee Department of Education’s 2017 Charter School Application (including the budget document) and Shelby County Schools’ 2017 Charter School Application Supplement.** The Shelby County Schools (SCS or “the District”) Supplement elaborates on key aspects of the state application for opening a successful school within Shelby County.

Evaluation of the DOE Application and SCS Supplement

State law requires the Tennessee Department of Education (DOE or “the Department”) to provide “sample scoring criteria addressing the elements of the charter school application specified in the Tennessee Public Charter Schools Act of 2002,” SBE Rule 0520-14-01-.01(2). **SCS will use the DOE’s Charter School Application Evaluation Ratings and Sample Scoring Criteria (“charter school scoring rubric”) to evaluate all application materials submitted by a sponsor, including the Supplement.** The District’s decision to approve or deny an application will be based on the degree to which a sponsor’s Charter School Application and Application Supplement meet the state’s evaluation criteria. The SCS Supplement requests additional information that informs the degree to which the sponsor’s proposal meets those criteria. Consistent with the requirements of DOE’s scoring rubric, applications that do not meet or exceed the standard in all sections (academic plan, operations plan, financial plan, and, if applicable, past performance), as evidenced by the summary review ratings, will be deemed not ready for approval.

SCS Supplement Format

The SCS Application Supplement contains six sections that require narrative responses and provide for attachments as identified at the appropriate places. **All applicants must respond to Sections 1-5. Applicants should respond to Section 6 only if they are proposing to engage a third-party Education Service Provider (ESP).** The main response to the Application Supplement, excluding attachments, should be contained in one PDF document. This PDF document will be submitted to SCS in both hard copy and electronic versions as part of the sponsor’s complete charter school application submission. Required attachments to the Supplement should be saved as separate files (labeled as indicated below) and submitted with attachments to the standard DOE application.

1. Addressing Areas of Need

Please review the tables below which provide data released by the DOE regarding student performance in Shelby County over the previous two academic years. The District identifies both reading language arts (across all tested grade levels) and college and career readiness as immediate areas of need; however, improvement is needed in all content areas. Based on the grade structure of your proposed charter school, describe specifically how your education plan will assist the District in targeting areas of need. If the proposed school is a high school, list and explain your strategies for raising the ACT composite score of your students to a 21.

If your organization currently operates charter schools in Tennessee, submit each school's proficiency rate and percentile rank in the most recent academic year for each content area included in the table(s) below (applicable to the school's current grade structure). If one or more of your currently operating schools is a high school, list the ACT composite and graduation rate for the last three (3)¹ years.

2014-2015 Data		
Content Area	Proficiency Rate	Percentile Rank in TN
3-5 Math	46.1%	9.9%
3-5 RLA*	32.6%	7.8%
6-8 Math	34.4%	9.3%
6-8 RLA*	32.6%	3.6%
High School English*	43.5%	5.4%
High School Math	45.3%	14.8%
ACT Composite*	17.7%	4.8%
Graduation Rate*	75.0%	N/A

*Immediate Areas of Need

2015-2016 Data*		
Content Area	Proficiency Rate	Percentile Rank in TN
High School English	19.5% (on track or mastered)	6.3%
High School Math	7.6% (on track or mastered)	7.9%
ACT Composite	16.8	
Graduation Rate	78.7%	N/A

*The District has not yet received 2015-2016 proficiency data for Grades K-8.

¹ Operators with less than three years of ACT and/or graduation rate data are still eligible and should include as much data as are available.

Section 1. Evaluation Criteria

Responses from Section 1 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *A clear and comprehensive explanation of the school's academic focus that is aligned with the school's mission and vision.*
- *Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.*
- *Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning.*

2. Percentile Rank, Success Rate, and TVAAS

Please list the expected annual percentile rank, success rate, and TVAAS scores for each of the school's first three years of operation (*if not already included in your response to Section 1.4 of the DOE application*). Please explain the anticipated student performance baseline and describe specifically how your proposed academic program will help students achieve expected results.

If your organization currently operates charter schools in Tennessee, list the percentile rank, success rate, and TVAAS score for the last three (3) years for each school. The District believes that a level 4 or 5 TVAAS score reflects performance that warrants consideration for expansion. If you currently operate schools that have not attained a level 4 or 5, please explain to what, specifically, you attribute the lower performance, and provide a rationale – including other performance indicators – that demonstrates your readiness for growth.

Section 2. Evaluation Criteria

Responses from Section 2 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *A clear and comprehensive explanation of the school's academic focus that is aligned with the school's mission and vision.*
- *Evidence the proposed academic plan will be appropriate and effective for growing all students while at the same time closing achievement gaps.*
- *Academic achievement goals are rigorous, measurable, and realistic and set high standards and high expectations for student learning.*
- *Applicant provides clear, compelling evidence of successful student outcomes for each school in the network and evidence that the operator's schools are high performing and successful by meeting state and national standards.*

3. Operational Scorecard

Please review the District's operational scorecard, included as **Exhibit 1** of this Supplement. In response, please:

- A. Explain your organization's overall approach to ensuring it meets the District's operational performance standards set forth in the scorecard.
- B. Detail how the proposed school will satisfy the requirements of each indicator contained in the District's operational scorecard. Some elements of the scorecard are District-specific, and thus plans for satisfying requirements will not have been addressed in the DOE application. Other elements may have been addressed, at least in part, by requirements in the DOE application. If your plan for satisfying a specific requirement has already been addressed as part of your response to the standard DOE application, you may cite the relevant response by section name and page number.
- C. ***If your organization currently operates charter schools authorized by SCS***, please submit your most recent scorecard and account for any indicators that received a score of 1, 2, or "did not meet."

Section 3. Evaluation Criteria

Responses from Section 3 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.*
- *A plan to ensure compliance with applicable state and federal regulations.*
- *Provides a compelling data management plan that includes communication strategies for parents.*
- *Detailed financial procedures, policy, or other reasonable assurance that the proposed school will have sound systems and processes in place for accounting, payroll, and independent annual school-level and network-level (where applicable) financial and administrative audits.*
- *Individual and collective qualifications for implementing the financial plan successfully, including capacity in areas such as financial management, fundraising and development, and accounting.*
- *Organization is in good standing wherever they have located schools, and there have been no revocations, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies.*

4. Capacity Review

Capacity means the ability to execute the proposed plan effectively and, ultimately, to establish and operate a high-quality public charter school. Shelby County Schools will examine the capacity of the sponsor and school leadership to determine if the proposed charter school can competently and effectively deliver top results in both academics and operations. To assess a sponsor's capacity, SCS considers the group's individual and collective qualifications and experiences, members' alignment to the proposed school mission and vision, and individuals' commitment to supporting the school's start-up and ongoing operation. A strong school design is necessary but not sufficient for approval; a sponsor must inspire confidence in its ability to implement the proposed program successfully.

- A. ***If your organization is currently operating charter schools***, Question 4.1(b) of the DOE application requires existing operators to, "Provide detailed student achievement and growth results for each school in the network as **Attachment R**." Please complete the template provided as **Exhibit 2** of this Supplement and submit as required Attachment R.
- B. ***If your organization does not currently operate schools***, present any evidence of successful contributions to education and/or community engagement to improve the lives of children for which the sponsoring organization and/or leadership team members have been responsible.
- C. Identify the proposed school founder/executive director/school leader and explain why this individual is well qualified to lead the proposed school in achieving its mission. Describe the proposed leader's academic and/or organizational leadership record, as applicable.

Provide specific evidence that demonstrates the school leader's capacity to design, launch, and manage a high-performing charter school, including the following (if not already provided as part of **Attachment H** of the DOE application):

- Achievement data as determined by the state for each school year and each subject area, including the percent of students testing proficient and advanced for all years and subject areas (provide for the most recent three years of teaching or school leadership).
- Growth measurements as determined by the state for each school year and each subject area (provide for the most recent three years of teaching or school leadership).
- Any gap closure data, if provided by the state.

If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in.

If the proposed leader has not yet been identified, discuss the qualifications, skills, and experience that will be most important for the person in this position to have in order for the school to be successful. Describe the methods to be used for recruiting qualified candidates. Explain the recruitment and selection timeline and process.

- D. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment S1** of the Supplement, the qualifications, resumes, and professional biographies for these individuals (if not already provided as part of **Attachment H** of the DOE application).

- E. The DOE application asks for documentation of any pledged community support and/or established partnerships (Section 1.12 (e)/**Attachment E**). Please identify any community partnerships or engagements that have been established informally, or that you intend to establish, and describe how those partnerships will support the school's success.
- F. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role and any resources they have contributed, or plan to contribute, to the school's development.
- G. Explain who will be primarily responsible for development of the school from approval to opening, and what the expected time commitment for these people will be.
- H. Describe the applicant team's individual and collective qualifications for implementing the operations plan successfully, including capacity in areas such as:
- Staffing;
 - Professional development;
 - Performance management;
 - General operations; and
 - Facilities management.
- I. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

Section 4. Evaluation Criteria

Responses from Section 4 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.*
- *Evidence the proposed board members will contribute the wide range of knowledge, skills, and commitment needed to oversee a successful charter school, including but not limited to educational, financial, legal, and community experience and expertise.*
- *Compelling plan for leading the development of the school from post-approval to opening, including identification of a capable individual or team to lead the planning and start-up, as well as a viable plan for compensating this individual or team during the planning year.*
- *If leader is identified, chosen leaders have necessary qualifications, competencies, and capacity for their assigned roles and resumes for school leadership are included. If available, includes previous student achievement data for school leadership.*

5. Regional Data

Please review **Exhibit 3** of this Supplement, which provides summaries of *enrollment growth, building capacity, school performance, and real estate inventory* for SCS by region. In response:

- A. **Student Data:** Explain how data regarding *enrollment growth, building capacity, and school performance* in the community in which you intend to open your school inform your plans.
- B. **If you intend to seek use of a District facility,** please:
 - a. Articulate how the available facility aligns with your anticipated needs;
 - b. Explain the status of conversations with the District regarding the terms of its availability;
 - c. Discuss your assessment of the building's readiness, including any anticipated up-front improvements and renovations, and plans for covering these costs.

NOTE: *Shelby County Schools will meet its obligation to make facilities available to charter operators. Charter schools are responsible for all investments and expenses related to the building's operation, and the use of District facilities is subject to the District and the school agreeing on operating terms.*

Section 5. Evaluation Criteria

Responses from Section 5 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *A clear description of the community where school intends to draw students including school zones and academic performance of surrounding schools.*
- *Rationale for selecting the community where school will locate and description of how the school will serve as a needed alternative.*
- *Facility plans are reasonable and adequately meet the requirements of the educational program and anticipated student population.*
- *A sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for a facility.*

6. Third-Party Education Service Providers

This section is required of any applicant intending to contract with an Education Service Provider (ESP), and is meant to supplement questions found in Section 2.9 of the DOE application. An ESP is any nonprofit third-party entity that provides comprehensive education management services to a school via contract with the school's governing board. Applicants need not provide any information already provided as part of the primary application.

A. Third-party ESP Selection

1. Explain how and why the ESP was selected, including when and how the applicant learned of the ESP, which other ESPs were considered, why the ESP was selected over other ESPs, and what due diligence was conducted.

B. Third-party ESP Track Record

1. Explain the ESP's success in serving student populations similar to the target population of the school. Describe the ESP's demonstrated academic track record as well as successful management of non-academic school functions (e.g., back-office services, school operations, extracurricular programs). Provide summary information from reference checks conducted by the applicant (regarding the third-party ESP), identifying each reference.
2. List all schools operated by the ESP. For schools that serve the same grade levels *and* student populations demographically similar to the anticipated population of the proposed school, include the name, year opened, board contact information, location, number of students, and identify the authorizer. If the ESP operates more than 10 schools fitting the criteria, list the 10 schools you consider to be most comparable to the proposed school.
3. Provide evidence of the financial health of the ESP. Include as Attachment S3 the most recent independent financial audit report of the ESP and its most recent annual report.
4. List and explain any management contract terminations, as well as any charter revocations, non-renewals, or withdrawals/non-openings, that the proposed ESP has experienced in the past five (5) years.

C. Legal Relationships and Disclosures

1. Provide evidence that the board is independent from the ESP and self-governing, including evidence of independent legal representation and arm's-length negotiating.
2. Describe any existing or potential conflicts of interest between the school's governing board, proposed school employees, proposed ESP, and any affiliated business entities.
3. List all subsidiaries or related entities that are affiliated, or owned in whole or in part, by the ESP and identify the nature of those entities' business activities.
4. Explain whether the school has or will have any relationship with, or receive any services from, any of the entities listed in the previous question.
5. Explain the supervisory responsibilities of the ESP (if any), including which school employees the ESP

will supervise, how the ESP will supervise these employees, and how the charter school board will oversee the ESP's supervisory responsibilities.

6. If the school's governing board intends to execute promissory notes or other negotiable instruments, or enter into a lease, lease-purchase agreement, or any other facility or financing relationships with the ESP or its affiliates, provide evidence that such agreements are separately documented and not part of or incorporated in the school management contract. Any facility or financing agreements must be consistent with the school governing board's authority and practical ability to terminate the management agreement and continue operation of the school.
7. Describe and provide documentation of any loans, grants, or investments made between the ESP and the school, including an explanation of how any such loans, grants, or investments may be initiated, repaid, and refused by the school.

D. Organizational Structure

1. Provide a detailed description of the roles and responsibilities of the ESP.
2. Describe the scope of services and costs of all resources to be provided by the ESP.
3. Describe the oversight and evaluation methods that the board will use to oversee the ESP.
4. Describe the compensation structure and payment schedule, including clear identification of all fees, bonuses, and any other compensation to be paid to the ESP.
5. Describe the respective financial responsibilities of the school governing board and the ESP. Who will own property purchased with public funds? Which operating and capital expenditures will each party be responsible for? What types of spending decisions can the management organization make without obtaining board approval? What reports must the ESP submit to the board on financial performance, and on what schedule? How will the school governing board provide financial oversight?

Section 6. Evaluation Criteria

Responses from Section 6 will inform SCS' analysis of the extent to which applicants meet the following criteria from the DOE charter school scoring rubric:

- *Proposed structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.*
- *If school plans to contract with a CMO, describes rationale and process for selecting CMO and explanation of why the CMO is a strong choice and good fit for the proposed school and community.*
- *Provides clear division of roles between the board and the service provider.*
- *If available, the CMO agreement (**Attachment K**) is free of conflicts of interest and there is a viable plan for identifying and managing potential conflicts.*



Shelby County Schools

Charter Schools - Operational Scorecard

School Name: School Year: 2016-17		Scoring: Total Points divided by number of applicable indicators (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. June	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	If applicable, the school submitted purchase requests between one (1) and five (5) days after each deadline and correctly completed	If applicable, the school submitted purchase requests on the deadline and correctly completed the appropriate documentation as	If applicable, the school submitted purchase requests between one (1) and four (4) days before each deadline and correctly completed the appropriate	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. June	the appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.
Student Information PowerSchool SMS	The school submitted their calendar six (6) or more days after the deadline. September	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. September	The school calendar contained four (4) 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. September	The school entered their student enrollment data and all students were fully scheduled between the 16 th and 25 th day of school.	The school entered their student enrollment data and all students were fully scheduled between the 11 th and 15 th day of school.	The school entered their student enrollment data and all students were fully scheduled between the 6 th and 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 the first semester. January	The school entered all required student grades 11 to 15 days after the end of the first semester.	The school entered all required student grades six (6) to ten (10) days after the end of the first semester.	The school entered all required student grades three (3) to five (5) days after the end of the first semester.	The school entered all required student grades within two (2) days of the end of the first semester.
	The school entered all required student grades 16 days or later after the end of the second semester. June	The school entered all required student grades 11 to 15 days after the end of the second semester.	The school entered all required student grades six (6) to ten (10) days after the end of the second semester.	The school entered all required student grades three (3) to five (5) days after the end of the second semester.	The school entered all required student grades within two (2) days of the end of the second semester.
	The school completed the end of the year checkout seven (7) or more days after the deadline. June	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 . September	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.
Student Discipline	All required paperwork is submitted to the district on day five (5) or later after the expulsion. June	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 reenroll for the next school year. September	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. June	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.
Audit Opinion	Adverse Opinion: An adverse opinion which presents very material and pervasive issues stating that the financial statements do not present fairly the financial position, results of operations, or cash flows of the entity in conformity with the applicable financial reporting framework.	Disclaimer Opinion: A disclaimer of opinion should be expressed when the auditor is unable to obtain sufficient appropriate audit evidence on which to base an opinion and the auditor concludes that the possible effects of any undetected misstatements could be material and pervasive. OR Qualified Opinion: A qualified opinion	N/A	N/A	Unmodified Opinion: An unmodified opinion states that the financial statements present fairly, in all material respects, the financial position, results of operation, and cash flows of the entity in conformity with the applicable financial reporting framework.

		states that except for the effects of the matter(s) to which the qualification relates, the financial statements present fairly, in all material respects, the financial position, results of operation, and cash flows of the entity in conformity with the applicable financial reporting framework.			
	January				
Going Concern	The auditor's evaluation whether there is substantial doubt about the entity's ability to continue as a going concern for a reasonable period of time, not to exceed one year beyond the date of the financial statements being audited. January	N/A	N/A	N/A	A going concern was not issued.
Internal Control Audit Findings: Material Weakness /Significant Deficiency (1) A material weakness is a deficiency, or a combination of deficiencies, in internal control over financial reporting, such that there is a reasonable possibility that a material misstatement of the company's annual or interim financial statements will not be prevented or detected on a timely basis. (2) A significant deficiency is a deficiency, or a combination of deficiencies, in internal control over financial reporting that is less severe than a material weakness, yet important enough to merit attention by those	3 or more Material Weaknesses OR 5 or more Significant Deficiencies OR Reoccurring Material Weaknesses	2 Material Weaknesses OR 3 to 4 Significant Deficiencies	1 Material Weakness	1 to 2 Significant Deficiencies	No Material Weakness or Significant Deficiencies

responsible for oversight of the company's financial reporting.	January				
Primary Reserve Ratio (Expendable Net Assets/Total Expense) (Expendable net assets = Total Net Assets minus Restricted Endowments minus Investment in Capital Assets) Measures financial strength, higher ratio is better.	Ratio is less than .05 September	Ratio is between .05 and .10	Ratio is between .10 and .15	Ratio is between .16 and .20	Ratio is .21 or higher
Current Ratio (current assets divided by current liabilities) The current ratio measures a school's ability to pay its obligations over the next 12 months.	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 September				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) The unrestricted days cash ratio reflects whether or not the school has sufficient cash to meet its cash obligations.	Less than 15 days cash September	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. September	Ratio is between 1.0 and 0.9.	Ratio is between 0.9 and 0.8.	Ratio is between 0.8 and 0.5	Ratio is less than 0.5.
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. June	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.
Total Margin (Net Income divided by Total Revenue) Aggregated Total Margin (Total Three-Year Net Income divided by Total Three-Year Revenues) Total margin measures the deficit or surplus a school yields out of its total revenues; in	The most recent year Total Margin is less than N-10 percent	Aggregated Three-Year Total Margin is less than or equal to -1.5 percent	Aggregated Three-Year Total Margin is greater than or equal to -1.5 percent, but trend does not Meet Standard of positive for the last two years, and the most recent year Total Margin is positive	Aggregated Three-Year Total Margin is greater than or equal to -1.5 percent, the trend is positive for the last two years, and the most recent year Total Margin is positive	Aggregated Three-Year Total Margin is positive and the most recent year Total Margin is positive

other words, it measures whether or not the school is living within its available resources.	September			For schools in their first or second year of operation, the cumulative Total Margin must be positive	
Multi-Year Cash Flow	Multi-Year Cumulative Cash Flow is negative. January	Multi-Year Cumulative Cash Flow is negative in current year, but positive in previous 2 years.	Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of the previous two years.	Multi-Year Cumulative Cash Flow is positive, Cash Flow is positive in one of the previous two years, and Cash Flow in the most recent year is positive.	Multi-Year Cumulative Cash Flow is positive and Cash Flow is positive each year. Schools in their first or second year of operation must have positive cash flow.
Debt Service Coverage Ratio (Net Income+Depreciation+Interest Expense) divided by (Annual Principal, Interest, and Capital Lease Payments)	Ratio is less than 1.0 September	N/A	N/A	N/A	Ratio is greater than 1.0
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 of certification. September			School staff does not include a SPED teacher who has a current valid Tennessee teaching license in the appropriate areas of certification.		
The IEP at a Glance has been generated and provided to general education teachers for all students. June			The IEP at a Glance has not been generated and provided to general education teachers for all students.		
General education teachers have reviewed and signed the IEP section documenting teachers not in attendance (if not present at the current IEP meeting). June			General education teachers have not reviewed and signed the IEP section documenting teachers not in attendance (if not present at the current IEP meeting).		
The school is compliant with administrative complaints and due process in order to resolve the issue(s). June			The school is not compliant with administrative complaints and due process in order to resolve the issue(s).		
Manifestation meetings are held for students according to guidelines and the school's SPED advisor is invited to the meeting. June			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 adhered to the SCS End of Year guidelines as outlined on the EasyIEP main page. June			The school did not adhere to the SCS End of Year guidelines as outlined on the EasyIEP main page.		
The school's files are in compliance. (Three randomly selected files will be web based monitored each month using the records review protocol). June			The school's files are not in compliance. (Three randomly selected files will be web based monitored each month using the records review protocol).		
The school's files are in compliance. (One randomly selected file will be monitored on site each month using the records review protocol). June			The school's files are not in compliance. (One randomly selected file will be monitored on site each month using the records review protocol).		
The school is in compliance as determined by the SCS Division of Federal Programs School Level Monitoring Instrument. June			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 . January			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. June			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. June			100% of teachers are not highly qualified in the area(s)/classes to which they are assigned.		
AFR was both balanced and received by July 15th. September			AFR was not balanced or was not received by July 15th.		
A copy of the audit was received by December 31 st . January			A copy of the audit was not received by December 31 st .		
A state budget document that ties to the board approved document was received by July 15 th . September			A state budget document that ties to the board approved document was not received by July 15 th .		

A copy of Form 990 Return of Organization Exempt from Income Tax was received by December 31 st . January	A copy of Form 990 Return of Organization Exempt from Income Tax was not received by December 31 st .
The school is not in default of loan covenant and/or is not delinquent with service payments. January	The school is in default of loan covenant and/or is delinquent with service payments.
The school has a positive net position (assets+deferred outflows of resources-liabilities-deferred inflows of resources). January	The school has a negative net position (assets+deferred outflows of resources-liabilities-deferred inflows of resources).
Proof of TCRS submission via Concord is provided each month. June	Proof of TCRS submission via Concord is not provided each month.
Proof of hybrid submission via Great West is provided each month. June	Proof of hybrid submission via Great West is not provided each month.
Proof of payment to TCRS is provided each month. June	Proof of payment to TCRS is not provided each month.
Proof of payment to Great West is provided each month. June	Proof of payment to Great West is not provided each month.
ACA reporting is submitted on time each month. June	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.) June	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. (grade K only) January	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. (grade K only)
The school provides nursing services for students who require assistance (i.e., diabetic or feeding tube). June	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. June	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. September	There is no training compliance for school staff assisting students who self-administer medication.
At least 3 full time school staff who remain at the same location for the entire day are trained in the use, monitoring and management of AED equipment. These staff are not shared between locations and do not travel as part of their job. September	At least 3 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. September	The school did not provide CPR/First Aid training to PE teachers, coaches and individuals working with student athletics.
The school provides CPR/First Aid training to at least 3 full time staff who remain at the same location for the entire day. These staff are not shared between locations and do not travel as part of their job. September	The school does not provide CPR/FA training opportunities to at least 3 full time staff.
The school posts an annual list of employees currently trained in CPR/First Aid. January	The school did not post an annual list of employees currently trained in CPR/First Aid.

Considerations for Opening School Facilities by Region

The information in the following pages includes summaries of enrollment growth, building capacity, school performance and real estate inventory for Shelby County Schools by region. Because there are Shelby County Schools in those city limits, the city name is used as the region designation for those schools.

Growth refers to enrollment growth. (Includes data on schools that were closed or taken over by the ASD for the years they were with the District. For example, Fairview closed at the end of 2013-14, so their enrollment data from 2010-11 through 2013-14 was included in its respective regional summary).

- **Red:** Enrollment has decreased on average over the past 5 years (2010-11 to 2015-16)
- **Yellow:** Enrollment has held steady (0%) or increased by an average of up to 5% over the past 5 years (2010-11 to 2015-16)
- **Green:** Enrollment has increased by an average of greater than 5% over the past 5 years.

Capacity refers to concerns about the ability of existing schools to provide adequate seats for students expected to enroll. (Includes data only for current schools).

- **Red:** Schools are over capacity
- **Orange:** Between 90% to 100% capacity
- **Yellow:** 70% to 90% of capacity
- **Green:** Under-enrolled by less than 70%

School Performance refers to the academic quality of schools in an area. (Includes data only for current schools).

- **Red:** 2015 One-year success rate state percentile rank 10 or below
- **Orange:** 2015 One-year success rate state percentile rank greater than 10 and less than or equal to 25
- **Yellow:** 2015 One-year success rate state percentile rank greater than 25 and less than or equal to 75
- **Green:** 2015 One-year success rate state percentile rank greater than 75

Real Estate Inventory refers to the availability of SCS owned suitable school facilities available for sale.

- **Red:** No available school facilities owned by SCS
- **Yellow:** At least one available school facility owned by SCS
- **Green:** Two or more available school facilities owned by SCS

Region	School Type	Capacity	School Performance	Growth	SCS Owned Real Estate
Binghampton/White Station	ES	Red	Yellow	Red	Red
	MS	Red	Green	Red	Red
	HS	Yellow	Yellow	Red	Red
Cordova	ES	Red	Yellow	Green	Red
	MS	Green	Yellow	Green	Red
	HS	Red	Brown	Yellow	Red
Downtown	ES	Yellow	Yellow	Red	Green
	MS	Red	Brown	Yellow	Green
	HS	Red	Red	Yellow	Green
Frayser	ES	Yellow	Yellow	Red	Red
	MS	Brown	Red	Yellow	Red
	HS	Green	Brown	Red	Red
Germantown	ES	Red	Yellow	Red	Red
	MS	Yellow	Yellow	Yellow	Red
	HS	Brown	Yellow	Yellow	Red
Hickory Hill	ES	Brown	Brown	Green	Red
	MS	Brown	Yellow	Yellow	Red
	HS	Yellow	Brown	Green	Red
Jackson/Treadwell	ES	Red	Yellow	Yellow	Red
	MS	Yellow	Brown	Yellow	Red
	HS	Brown	Brown	Yellow	Red
Midtown	ES	Yellow	Yellow	Red	Red
	MS	Red	Yellow	Red	Red
	HS	Red	Yellow	Red	Red
Northeast Memphis	ES	Yellow	Brown	Red	Red
	MS	Brown	Brown	Green	Red
	HS	Red	Red	Green	Red
Northwest Memphis	ES	Yellow	Brown	Red	Yellow
	MS	Red	Red	Red	Yellow
	HS	Yellow	Red	Red	Yellow
Oakhaven/Parkway Village	ES	Red	Brown	Yellow	Red
	MS	Yellow	Red	Red	Red
	HS	Yellow	Brown	Red	Red
Orange Mound	ES	Yellow	Yellow	Red	Red
	HS	Green	Red	Red	Red
Raleigh	ES	Red	Brown	Red	Red
	MS	Brown	Brown	Red	Red
	HS	Yellow	Red	Red	Red

Region	School Type	Capacity	School Performance	Growth	SCS Owned Real Estate
Ridgeway	ES				
	MS				
	HS				
Rural Northeast	MS				
	HS				
Rural Northwest	ES				
	MS				
Sherwood/Sea Isle	ES				
	MS				
	HS				
South Memphis	ES				
	MS				
	HS				
Westwood	ES				
	MS				
	HS				
Whitehaven	ES				
	MS				
	HS				

The SPED and Alternative schools did not have Capacity or Academic performance available, however, three regions did have enrollment growth data available. The regions, school type and growth labels are displayed below.

Region and school type	Growth
Binghampton/White Station SPED	
Midtown ALT	
Oakhaven/Parkway Village SPED	

Great Schools Regional Analysis Notes

Below is a listing of schools that were not included in parts of the Growth, Capacity and School Performance data for the Great Schools Regional comparison. Alternative, Career/Technical Education, Special Education, and Specialty schools do not have capacity information available in the same format as other schools in the District, so they were not included.

Schools without Capacity Data

No Capacity Information
Adolescent Parenting Program
Airways Achievement Academy ES/MS
Avon Lenox School
Campus School
Dr. Martin Luther King, Jr. Student Transition Academy
Gordon K8 Achievement Academy School
GW Carver College & Career Academy
Hollis F. Price Middle College High School
Hope Academy
Ida B. Wells Academy
Kingsbury Vocational School
Northeast Prep Academy
Northwest Prep Academy
Preparatory Academy - Southwest
Sheffield Career and Technology Center
Shrine Elementary School
Southwest Career and Technology Center
Trezevant Career and Technology Center

Schools without Growth Data

No Enrollment Growth Data School
Dr. Martin Luther King, Jr. Student Transition Academy
Gordon K8 Achievement Academy School
Granville T. Woods Academy of Innovation
GW Carver College & Career Academy
Kingsbury Vocational School
Preparatory Academy - Southwest
Sheffield Career and Technology Center
Southwest Career and Technology Center
Trezevant Career and Technology Center

Schools without School Performance Data

No Academic Performance Data School
Adolescent Parenting Program
Airways Achievement Academy ES/MS
Arrow Academy of Excellence
Aurora Collegiate Academy
Avon Lenox School
City University School of Independence
City University School of Independence
Dr. Martin Luther King, Jr. Student Transition Academy
DuBois High School of Leadership/Public Policy
Gordon K8 Achievement Academy School
Granville T. Woods Academy of Innovation
GW Carver College & Career Academy
Hope Academy
Kingsbury Vocational School
KIPP Collegiate Elementary
Leadership Prep Charter School
Maxine Smith STEAM Academy
Memphis Rise Academy
Northeast Prep Academy
Power Center Academy ES
Preparatory Academy - Southwest
Sheffield Career and Technology Center
Shrine Elementary School
Southwest Career and Technology Center
Trezevant Career and Technology Center
Vision Preparatory Charter School
Westhaven Elementary School
Woodstock Middle School