
BEFORE THE TENNESSEE STATE BOARD OF EDUCATION

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IN RE:) **State Board of Education Meeting**
CORNERSTONE PREPARATORY MIDDLE SCHOOL) **October 19, 2018**
Charter School Appeal)
)

**FINDINGS AND RECOMMENDATION REPORT
OF THE EXECUTIVE DIRECTOR**

Pursuant to Tennessee Code Annotated (T.C.A.) § 49-13-108, sponsors proposing to open new charter schools may appeal the denial of their amended application by a local board of education to the State Board of Education (State Board). On August 28, 2018, Cornerstone Preparatory Middle School appealed the denial of its amended application by Shelby County Schools (SCS) Board of Education to the State Board.

Based on the following procedural history, findings of fact, and Review Committee Report attached hereto, I believe that the decision to deny the Cornerstone Preparatory Middle School amended application was not “contrary to the best interests of the pupils, school district, or community.”¹ Therefore, I recommend that the State Board affirm the decision of SCS to deny the amended application for Cornerstone Preparatory Middle School.

STANDARD OF REVIEW

Pursuant to T.C.A. § 49-13-108 and State Board policy 2.500, State Board staff and an independent charter application review committee (Review Committee) conducted a de novo, on the record review of Cornerstone Preparatory Middle School’s (CPMS) amended application. In accordance with the Tennessee Department of Education’s charter application scoring rubric, “applications that do not meet or exceed the standard in all sections (academic plan design and capacity, operations plan and capacity, financial plan and capacity, and, if applicable, past performance) . . . will be deemed not ready for approval.”² In

¹ T.C.A. § 49-13-108.

² Tennessee Charter School Application Evaluation Rubric – Ratings and Sample Scoring Criteria, pg. 1.

addition, the State Board is required to hold a public hearing in the district where the proposed charter school seeks to locate.³

In order to overturn the decision of the local board of education, the State Board must find that the local board's decision to deny the charter application was contrary to the best interests of the pupils, school district, or community.⁴ Because CPMS is proposing to locate in a school district that contains a school on the current or last preceding priority school list, the State Board has the ability to approve the application, and thereby authorize the school, or to affirm the local board's decision to deny.

PROCEDURAL HISTORY

1. On January 29, 2018, the Sponsor, Capstone Education Group Inc. (Sponsor), submitted a letter of intent to SCS expressing its intention to file a charter school application for CPMS.
2. The Sponsor submitted its initial application for CPMS to SCS on April 2, 2018.
3. SCS assembled a review committee to review and score the CPMS application. The review committee recommended denial of the CPMS initial application.
4. On April 12, 2018, a SCS panel, which included external expert reviewers, held a capacity interview with the Sponsor.
5. On June 26, 2018, the SCS Board of Education voted to deny the CPMS initial application based upon the review committee's recommendation.
6. The Sponsor amended and resubmitted its application for CPMS to SCS on July 26, 2018.
7. SCS' review committee reviewed and scored the CPMS amended application and again recommended denial.
8. On August 21, 2018, based on the review committee's recommendation, the SCS Board of Education voted to deny the CPMS amended application.
9. The Sponsor appealed the denial of the CPMS amended application in writing to the State Board on August 28, 2018, including submission of all required documents per State Board policy 2.500.
10. At the time of appeal to the State Board, the Sponsor did not submit any corrections to the application as allowed under T.C.A. § 49-13-108(a)(4)(C).
11. The State Board's Review Committee analyzed and scored the CPMS amended application using the Tennessee Department of Education's charter application scoring rubric.

³ T.C.A. § 49-13-108.

⁴ Ibid.

12. On September 25, 2018, the State Board staff held a public hearing in Memphis. At the public hearing, the Director of Charter Schools, sitting as the Executive Director's designee, heard presentations from the Sponsor and SCS and took public comment regarding the CPMS application.
13. The State Board's Review Committee conducted a capacity interview with the proposed governing board of CPMS and key members of the leadership team on October 1, 2018, in Nashville.
14. After the capacity interview, the Review Committee determined a final consensus rating of the CPMS amended application, which served as the basis for the Review Committee Recommendation Report.

FINDINGS OF FACT

- **District Denial of Application.**

The review committee assembled by SCS to review and score the CPMS initial and amended applications consisted of the following individuals:

Name	Title
Sheena Hanserd	Communications, Shelby County Schools (initial)
Demetria Monix	Curriculum and Instruction, PD, Shelby County Schools (initial)
Dr. Astraea Coleman	Exceptional Children and Health Services, Shelby County Schools (initial)
Natasha Howard	National Association of Charter School Authorizers (initial)
Latasha Askew	Finance, Shelby County Schools (initial)
Erin Winn	Office of Charter Schools, Shelby County Schools (initial)
Nancy Ballinger	Human Resources, Shelby County Schools (initial and amended)
Tiffany Bracy	Operations, Shelby County Schools (initial and amended)
Jaclyn Suffel	Communications, Shelby County Schools (amended)
Daphne Robinson	Office of Charter Schools, Shelby County Schools (amended)

The CPMS initial application received the following ratings from the SCS review committee:

Sections	Rating
Academic Plan Design and Capacity	PARTIALLY MEETS STANDARD
Operations Plan and Capacity	PARTIALLY MEETS STANDARD
Financial Plan and Capacity	PARTIALLY MEETS STANDARD
Portfolio Review/Performance Record	DOES NOT MEET STANDARD

After the SCS review committee completed its review and scoring of the initial application, its recommendation was presented to the SCS Board of Education on June 26, 2018. Based on the review committee's recommendation, the SCS Board of Education voted to deny the initial application of CPMS.

Upon resubmission, the amended application received the following ratings from the SCS review committee:⁵

Sections	Rating
Academic Plan Design and Capacity	PARTIALLY MEETS STANDARD
Operations Plan and Capacity	MEETS OR EXCEEDS STANDARD
Financial Plan and Capacity	MEETS OR EXCEEDS STANDARD
Portfolio Review/Performance Record	DOES NOT MEET STANDARD

After the SCS review committee completed its review and scoring of the amended application, its recommendation was presented to the SCS Board of Education on August 21, 2018. Based on the review committee’s recommendation, the SCS Board of Education voted to deny the amended application of CPMS.

- **State Board Charter Application Review Committee’s Evaluation of the Application**

Following the denial of the CPMS amended application and their subsequent appeal to the State Board, State Board staff assembled a diverse Review Committee of experts to evaluate and score the CPMS amended application. This Review Committee consisted of the following individuals:

Name	Title
Brittany Byrd Monda	Executive Director, Memphis College Prep Elementary, Memphis, TN
Ali Gaffey	Deputy Director of Charter Schools, State Board of Education, Nashville, TN
Mark Modrcin	Director of Authorizing, Nevada State Public Charter School Authority, Las Vegas, NV
Whitney O’Connell	Classroom Teacher, Explore! Community School, Nashville, TN
Stephanie Rizas	Classroom Teacher and Instructional Coach, Montgomery County, MD
Angie Sanders	Deputy Director of Policy and Accountability, State Board of Education, Nashville, TN
Michael Whaley	Regional Director, Leadership for Educational Equity, Memphis, TN

The Review Committee conducted an initial review and scoring of the CPMS amended application, a capacity interview with the Sponsor, and a final evaluation and scoring of the amended application resulting in a consensus rating for each major section. The Review Committee’s consensus rating of the CPMS amended application was as follows:

Sections	Rating
Academic Plan Design and Capacity	PARTIALLY MEETS STANDARD
Operations Plan and Capacity	PARTIALLY MEETS STANDARD
Financial Plan and Capacity	MEETS OR EXCEEDS STANDARD

⁵ Please see **Exhibit B** for a copy of the SCS review committee report.

Sections	Rating
Portfolio Review/Performance Record	PARTIALLY MEETS STANDARD

The Review Committee recommended that the application for CPMS be denied because the applicant failed to provide sufficient evidence that it met the required criterion in the academic, operational, and portfolio review sections of the rubric. Specifically, the academic plan did not include an identified community or location for the proposed school. Without an identified community, the Review Committee was unable to determine the reasonableness and viability of the academic plan, including demographic projections, marketing and recruitment plans, enrollment projections, and parent and community demand.

Moreover, the operations plan and capacity section only partially met the standard because of significant issues with the applicant’s startup and facilities plans. The uncertainty around the geographic location and numerous facility options resulted in a lack of evidence for the Review Committee to determine the viability of the startup plan.

The Review Committee found the financial plan and capacity section met or exceeded the standard because the Sponsor presented a reasonable and realistic operating budget and demonstrated strong financial health and philanthropic support.

Finally, the portfolio review and performance record section of the application only partially met the standard because of a lack of evidence of successful student outcomes for each school in the network. While the Review Committee acknowledged the success of the Sponsor’s current schools in academic growth, the committee was unable to overlook the lack of absolute achievement on the TNReady assessment and Cornerstone Prep Denver’s status on the 2018 Priority School List.

In summary, the Review Committee determined that the Sponsor did not provide sufficient evidence in the academic, operational, financial, and performance sections of the CPMS application to meet the required rubric ratings for approval. The capacity interview with the Sponsor did not provide further clarification that would have resulted in a higher rating. Therefore, the Review Committee recommended that the CPMS application be denied.

For additional information regarding the Review Committee’s evaluation of the application, please see **Exhibit A** for the complete Review Committee Report, which is fully incorporated herein by reference.

- **Public Hearing**

Pursuant to statute⁶ and State Board policy 2.500, a public hearing chaired by the Director of Charter Schools⁷ was held in Memphis on September 25, 2018. SCS’s presentation at the public hearing focused on the argument that the denial of the CMPS amended application was in the best interests of

⁶ T.C.A. § 49-13-108(a)(4)(B).

⁷ The Executive Director of the State Board selected the Director of Charter Schools as her designee for the public hearing.

the students, school district, and community. SCS grounded its argument in the deficiencies found by the SCS review committee in the amended application after conducting a review process aligned to the State Board Quality Authorizing Standards and National Association of Charter School Authorizers (NACSA) best practices. Specifically, SCS found the CPMS application did not meet the standard for approval because the Sponsor did not include a target location in either the initial or amended application, making it difficult for SCS to assess community need for the proposed school. SCS highlighted that the lack of a location for the school resulted in uncertain demographic projections as well as vague student recruitment and community engagement strategies. SCS also expressed concerns with the Sponsor's plans for supporting instruction for English Learners and students with disabilities. Lastly, the district highlighted the underperformance of the Sponsor's current schools, noting that the Sponsor's current schools did not perform well based on the SCS School Performance Framework, a performance measurement tool developed by SCS measuring academic performance, academic growth, and school climate. A copy of the SCS presentation outlining the performance of the Sponsor's current schools on the SCS School Performance Framework is attached as **Exhibit C**.

In response, the Sponsor highlighted their work in the communities where their current schools are located, including the provision of wrap-around services for students, replacement of "unhealthy" homes in the community, as well as tutoring and afterschool activities for students. They advocated that their schools have achieved impressive growth on both TNReady and NWEA MAP assessments, as well as high achievement as compared to other Achievement School District schools. Additionally, the Sponsor highlighted a 92% parent satisfaction rating at its current schools. Finally, when asked about the decision not to name a target community, the Sponsor articulated a rationale of waiting to determine the community based on the recently released Priority School List and sequential school closures. They noted that they are currently working with a partner organization to identify several potential communities, including nine potential facilities.

A portion of the public hearing was dedicated to taking public comment. A total of four people made verbal comments in support of CPMS at the hearing, including two parents, a grandparent of a student and employee of the Sponsor, and a substitute teacher and community member. In addition, the State Board received written public comments on CPMS's application in person at the public hearing and via email.

- **Alignment of Shelby County Schools' Application Process to State Board Quality Authorizing Standards**

Detailed information regarding SCS's application review process was collected and analyzed by State Board staff to determine alignment with State Board Quality Authorizing Standards as set forth in State Board policy 6.111. At the public hearing, State Board staff questioned SCS regarding its authorization process and alignment to the Quality Authorizing Standards. SCS articulated that its application process is fair, transparent, and focused on quality with rigorous criteria for approval. As evidence of this, SCS pointed to their use of the State Charter Application, the institution of capacity interviews with every applicant, and the use of both internal and external expert reviewers who are provided training and guidance to ensure a fair review. Additionally, SCS highlighted two new features of

their application process that increase transparency: hosting information sessions for applicants, and soliciting public feedback on charter applications via their website.

Based on the information presented by SCS, it appears that the district's process is in alignment with State Board Quality Authorizing Standards and is informed by NACSA best practices. SCS's commitment toward the continuous improvement of its charter authorization process is clear and worthy of recognition.

ANALYSIS

State law requires the State Board to review the decision of the local board of education and determine whether the denial of the proposed charter school was in the "best interests of the pupils, school district, or community."⁸ In addition, pursuant to T.C.A. § 49-13-108, the State Board adopted Quality Charter Authorizing Standards set forth in State Board policy 6.111, and utilizes these standards to review charter applications received upon appeal. One such standard is to maintain high but attainable standards for approving charter applications. In making my recommendation to the Board, I have considered the Review Committee Report, the documentation submitted by both the Sponsor and SCS, the arguments made by both the Sponsor and SCS at the public hearing, and the public comments received by State Board staff and conclude as follows:

The Review Committee's report and recommendations are thorough and cite specific examples in the application and reference information gained at the capacity interview in support of its findings. For the reasons explicated in the report, I agree that the CPMS amended application did not rise to the level of meeting or exceeding the standards required for approval.

Given the great responsibility of educating students and the amount of public funds entrusted to a charter school that is approved by a local district, the State Board expects that only those schools that have demonstrated a high likelihood of success and meet or exceed the required criteria in all areas will be authorized. It is readily apparent that the Sponsor has assembled a highly capable board and staff with a passion for students and dedication to the communities they currently serve. However, the failure to identify a target community at this late stage presents great uncertainty regarding the ability of the Sponsor to successfully execute their startup plan, including identification of a facility, building parent and community support, and meeting enrollment projections. While I appreciate the Sponsor's thoughtful explanation of the reasons for not selecting a community, the charter application and scoring rubric is clear that applicants must provide a clear description of the community where they intend to locate, a rationale for selecting it, and evidence of community need and support.

Additionally, the Sponsor has not demonstrated that its current schools are high performing and successful as measured by state standards. While the Sponsor is right to celebrate the continued growth of its students, I cannot conclude that the Sponsor has established clear, compelling evidence of success meeting state standards given the low absolute achievement scores on TNReady assessments and the presence of one of the Sponsor's schools on the 2018 Priority School List. This is bolstered by the

⁸ T.C.A. § 49-13-108.

information set forth in **Exhibits C and D**,⁹ showing that the Sponsor's current schools do not meet the standard in numerous areas on both the SCS School Performance Framework and the State Board's Charter School Performance Framework. As required by T.C.A. § 49-13-143, charter authorizers shall adopt a performance framework setting forth the academic and operational performance indicators that will guide the district's evaluation of its charter schools. Performance on the framework is a clear indicator of quality and should be considered when determining whether or not to approve additional schools. Additionally, charter schools that do not meet standards on the authorizer's performance framework are at risk of intervention, including non-renewal or revocation.

Therefore, because of the uncertainty regarding target location and community need, as well as concerns regarding past performance, I cannot recommend that the State Board approve the Sponsor's application for an additional school. I have confidence that the Sponsor has the ability to continue the growth of its students to achieve success on state standards and move Cornerstone Prep Denver off the Priority School List and will be eager to observe their results in the coming years. However, at this time I agree with SCS and the Review Committee that significant concerns remain about the ability of the Sponsor to successfully open and operate the proposed school in a manner that will improve academic outcomes for their target population.

CONCLUSION

For these reasons, and for the reasons stated in the Review Committee Report attached hereto, I do not believe that the decision to deny the amended application for Cornerstone Preparatory Middle School was contrary to the best interests of the students, the school district, or the community. Therefore, I recommend that the State Board affirm the decision of SCS to deny the amended application for Cornerstone Preparatory Middle School.



Dr. Sara Heyburn Morrison, Executive Director
State Board of Education

10/15/2018

Date

⁹ **Exhibit D** outlines the performance of the Sponsor's current schools on TNReady assessments for the past two years, including how they would have performed on the State Board's Charter School Performance Framework.



EXHIBIT A

Charter Application Review Committee Recommendation Report

October 12, 2018

School Name: Cornerstone Prep Middle School

Sponsor: Capstone Education Group

Proposed Location of School: Shelby County Schools

Evaluation Team:

Ali Gaffey
Mark Modrcin
Brittany Monda
Whitney O'Connell
Stephanie Rizas
Angela Sanders
Michael Whaley

This recommendation report is based on a template from the National Association of Charter School Authorizers.



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Introduction

Tennessee Code Annotated (T.C.A.) § 49-13-108 allows the sponsors of a public charter school to appeal the denial of an application by the local board of education to the State Board of Education. In accordance with T.C.A. § 49-13-108, the State Board of Education shall conduct a de novo, on the record review of the proposed charter school's application, and the State Board of Education has adopted national and state authorizing standards. As laid out in State Board policy 6.200 - Core Authorizing Principles, the State Board is committed to implementing these authorizing standards that are aligned with the core principles of charter school authorizing, including setting high standards for the approval of charter schools in its portfolio.

In accordance with T.C.A. § 49-13-108, the State Board adopted State Board policy 6.111 - Quality Charter Authorizing Standards. The State Board has aligned the charter school appeal process to these high standards to ensure the well-being and interests of students are the fundamental value informing all State Board actions and decisions. The State Board publishes clear timelines and expectations for applicants, engages highly competent teams of internal and external evaluators to review all applications, and maintains rigorous criteria for approval of a charter school. Annually, the State Board evaluates its work to ensure its alignment to national and state standards for quality authorizing and implements improvement when necessary.

The State Board of Education's charter application review process is outlined in T.C.A. § 49-13-108, State Board policy 2.500 – Charter School Appeals, and State Board policy 6.300 – Application Review. The State Board assembled a charter application review committee comprised of highly qualified internal and external evaluators with relevant and diverse expertise to evaluate each application. The State Board provided training to all review committee members to ensure consistent standards and fair treatment of all applications.

Overview of the Evaluation Process

The State Board of Education's charter application review committee developed this recommendation report based on three key stages of review:

1. **Evaluation of the Proposal**: The review committee independently reviewed the amended charter application, attachments, and budget submitted by the sponsor. After an independent review, the review committee collectively identified the main strengths, concerns, and weaknesses as well as developed specific questions for the applicant in the four sections of the application: Academic Plan Design and Capacity, Operations Plan and Capacity, Financial Plan and Capacity, and Portfolio Review and Performance Record.
2. **Capacity Interview**: Based on the independent and collective review of the application, the review committee conducted a 90-minute in-person interview with the sponsor, members of the proposed governing board, and identified school leader (if applicable) to address the concerns, weaknesses, and questions identified in the application, and to assess the capacity to execute the application's overall plan.
3. **Consensus Judgment**: At the conclusion of the review of the application and the capacity interview, the committee submitted a final rubric and developed a consensus regarding a rating for each section of the application.

This recommendation report includes the following information:

1. Summary of the application: A brief description of the applicant's proposed academic, operations, financial plans, and performance record.
2. Summary of the recommendation: A brief summary of the overall recommendation for the application.
3. Analysis of each section of the application: An analysis of the four sections of the application and the capacity of the team to execute the plan as described in the application.
 - a. Academic Plan Design and Capacity: school mission and goals; enrollment summary; school development; academic focus and plan; academic performance standards; high school graduation standards (if applicable); assessments; school schedule; special populations and at-risk students; school culture and discipline; marketing, recruitment, and enrollment; community involvement and parent engagement; existing academic plan; performance management; and the capacity to implement the proposed plan.
 - b. Operations Plan and Capacity: governance; start-up plan; facilities; personnel/human capital; professional development; insurance; transportation (if applicable); food service; additional operations (if applicable); waivers; network vision and growth plan; network management; network governance; charter management contracts (if applicable); network personnel/human capital; staffing management and evaluation; and the capacity to implement the proposed plan.
 - c. Financial Plan and Capacity: budget narrative; budgets of network and school; cash flow projections; related assumptions; financial policies and procedures; and the capacity to implement the proposed plan.
 - d. Portfolio Review and Performance Record: evidence of successful student outcomes in network; evidence that schools within network are high-performing; detailed narrative of high-performing and low-performing schools; latest audit presented without findings; and organization in good standing with authorizers.

The State Board's charter application review committee utilized the Tennessee Department of Education's Charter School Application Evaluation Ratings and Sample Scoring Criteria (the rubric), which is used by all local boards of education when evaluating an application. The rubric states:

An application that merits a recommendation for approval should present a clear, realistic picture of how the school expects to operate; be detailed in how this school will raise student achievement; and inspire confidence in the applicant's capacity to successfully implement the proposed academic and operational plans. In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, budget, and goals of the application.

The evaluators used the following criteria and guidance from the scoring rubric to rate applications:

Rating	Characteristics
Meets or Exceeds Standard	The response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The response meets the criteria in some aspects, but lacks sufficient detail and/or requires additional information in one or more areas.
Does Not Meet Standard	The response is significantly incomplete; demonstrates lack of preparation; is unsuited to the mission and vision of the district; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.



Summary of the Application

School Name: Cornerstone Prep Middle School

Sponsor: Capstone Education Group

Proposed Location of School: Shelby County Schools

Mission:¹ Equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in the community.

Number of Schools Currently in Operation by Sponsor:

Memphis: Three (3)—Lester Prep Middle School, Cornerstone Prep Lester Campus, and Cornerstone Prep Denver Campus

Proposed Enrollment:²

Grade Level	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	At Capacity (2025)
6	120	120	120	120	120	150
7	120	120	120	120	120	150
8	0	120	120	120	120	150
Total	240	360	360	360	360	450

Brief Description of the Application:

The Sponsor, Capstone Education Group (CEG) is proposing to open a middle school in Memphis, Tennessee and serve students in 6th through 8th grades. The school, Cornerstone Prep Middle School (CPMS), is a new-start school and would be the fourth school for CEG. The school “intends to draw students from communities that are underserved in the city of Memphis,” though a specific neighborhood is not named within the application.³ The school will replicate the academic model of their current middle school, Lester Prep, to provide a college preparatory school with an emphasis on equipping students with the wisdom and knowledge to be successful in college and to return to Memphis as leaders in their community.⁴

The proposed school will be organized under the existing charter management organization, CEG, and the Board of Directors will govern the school. CEG has budgeted \$900,000 in revenue and projects \$593,588 in expenses for the school in year 0. CEG projects the school will have \$2,297,094 in revenue and \$2,586,353 in expenses in year 1 resulting in a net loss of \$289,259 but positive ending fund balance of \$17,153. By year 5, the school projects to have \$3,918,685 in revenue and \$3,603,652 in expenses, resulting in a positive ending fund balance of \$1,135,503. The school anticipates that 90% of the student

¹ Cornerstone Prep Middle School application, pg. 3.

² Ibid., pg. 8.

³ Ibid., pg. 7.

⁴ Ibid., pg.3-4.



population will qualify as economically disadvantaged, 15% of the student population will be students with disabilities, and 5% of the student population will be English Learners.⁵

⁵ Attachment O: School Planning and Budget Worksheet.

Summary of the Evaluation

The review committee recommends that the application for CPMS be denied because the applicant failed to identify a community within Memphis where it plans to locate and lacks a clear facility plan for the proposed school. Additionally, while the applicant has clearly demonstrated success in academic growth for students, there was a lack of evidence to demonstrate the operator has been successful in terms of absolute proficiency on Tennessee assessments.

The academic plan, known as the “blueprint,” was a strength of the application, and it was clear the applicant has the capacity to implement it. However, the applicant did not include an identified location or community for the school even though the rubric clearly states that the selection of a community is critical. This choice negatively impacted several other key pieces within the academic plan and capacity section including enrollment, targeted need, and community outreach.

The operations plan presented by the applicant lacked a clear startup plan or facility, given the uncertainty of where the school would be located. Therefore, the review committee was unable to overcome these issues given their significance in the application.

The financial plan presented by the applicant provided the review committee confidence in CEG’s ability to financially support the school. The proposed budget detailed the school’s financial support from the Charter School Growth Fund and the CEG network. The applicant provided evidence of a healthy fund balance and the capacity to oversee the financial operations of the proposed school.

Finally, the evidence of past performance presented by the applicant detailed the success of the operator’s three current schools in growth but did not provide compelling evidence of successful student outcomes in terms of overall proficiency. While the currently operating schools are continuously meeting growth targets, one of the three schools remains on the state’s 2018 Priority School List, and the current schools have low absolute achievement on the state assessment. For these reasons, the review committee lacked clear and compelling evidence to recommend approval of an additional school for the network.

Summary of Section Ratings

In accordance with the Tennessee Department of Education’s charter application scoring rubric, “applications that do not meet or exceed standard in every area...will be deemed not ready for approval,”⁶ and strengths in one area of the application do not negate material weaknesses in other areas. Opening and maintaining a successful, high-performing charter school depends on having a complete, coherent plan and identifying highly capable individuals to execute that plan. The review committee’s consensus ratings for each section of the application are as follows:

Sections	Rating
Academic Plan Design and Capacity	Partially Meets Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Meets or Exceeds Standard
Past Performance	Partially Meets Standard

⁶ Tennessee Charter School Application Rubric – Evaluation Ratings and Sample Scoring Criteria, pg. 1.

Analysis of the Academic Plan Design and Capacity

Rating: Partially Meets Standard

Weaknesses Identified by the Committee:

The applicant's Academic Plan Design and Capacity partially meets the standard because of a failure to select a targeted community for the proposed school. The rubric clearly states that an applicant must provide a "clear description of the community where the school intends to draw students" and "a rationale for selecting the community where the school will locate." While the applicant provided a strong academic plan and demonstrated the capacity to execute the academic plan, the review committee was unable to determine the reasonableness and viability of the plans presented without an identified community and realistic demographic projections.

In the application, the applicant explained their intention to draw students from underserved communities in Memphis, projecting 120 6th grade students and 120 7th grade students enrolling in the school in year 1. Additionally, the applicant anticipates the school will serve a student population of 90% economically disadvantaged, 15% students with disabilities, and 5% English Learners. However, the applicant was unable to provide evidence to support these projections because "CEG has not selected a community for where the proposed school will locate."⁷ As a result, the applicant was also unable to explain the rationale for selecting their community or provide the academic performance of surrounding schools, as required by the rubric. This significant gap in the application left the review committee unable to assess the applicant's plan to serve the proposed student population.

During the capacity interview, the applicant updated the review committee on the progress in selecting a community as well as a further explanation as to why one was not selected originally. The review committee appreciated the thoughtful rationale of waiting to determine the community based on the recently released Priority School List and sequential school closures. However, two possible communities named by the applicant during the capacity interview have newly approved charter schools electing to locate there as well, causing concerns and questions among the review committee members about the proposed school's ability to meet enrollment projections without further evidence of community demand. While the review committee appreciates the applicant's flexibility and believes in their capacity to execute their academic plan, there is too much uncertainty in where the school will be located and how the location would impact the implementation of the proposed academic plan. This lack of a selected community creates a cascading effect impacting several other key components of the application including marketing and recruitment, enrollment projections, special populations, the academic plan, and parent and community demand.

Strengths Identified by the Committee:

While the Academic Plan Design and Capacity partially meets the standard because of the weaknesses described above, the review committee did find evidence of strengths within the section. Specifically, the applicant provided a clear and comprehensive explanation of the school's academic plan, known as the "blueprint," which is aligned to the school's mission and vision and is well-developed and flexible to meet the varying academic needs of students. Additionally, the applicant has an undeniable desire to serve the students of Memphis and to build a strong community surrounding each of their

⁷ Cornerstone Prep Middle School application, pg. 7.



schools. During the capacity interview, the applicant also clearly articulated their plans for engaging the community for their new school.

Analysis of the Operations Plan and Capacity

Rating: Partially Meets Standard

Weaknesses Identified by the Committee:

The applicant's Operations Plan and Capacity partially meets the standard because of significant issues with the applicant's startup and facilities plans. The lack of certainty around the geographic location and numerous potential facility options resulted in a lack of evidence for the review committee to determine the viability of the startup plan.

The startup plan raised several questions for the review committee and was a significant topic of conversation during the capacity interview. The application stated that "CEG has not assessed or built parent and community demand for CMPS at this point."⁸ When asked about the lack of assessment for community and parent demand during the capacity interview, the applicant explained their desire to meet the real needs of the city and respond flexibly. They explained their lack of a selected community was intentional and would provide CEG with the flexibility of determining a need in the city once new charter schools were approved and the Priority School List was released. During the interview, the applicant identified two potential neighborhoods under consideration. They added that newly approved charter schools have identified these communities for their location as well and that CEG has not yet determined if they would be able to meet their enrollment projections in either community. Given the amount of time needed to officially select a community and determine the need, the review committee was concerned about the impact on their startup plan and therefore unable to assess its viability.

In addition to the lack of a named community, the applicant discussed nine targeted existing school buildings where they could potentially locate, each needing various amounts of renovations and requiring a variety of timelines to complete. The applicant also mentioned the possibility of co-locating with another school and described their experience with this model. While the review committee appreciated the applicant's flexibility and experience in executing a quick timeline, the committee was concerned about the number of facility options across multiple communities, and the review committee did not find evidence that the startup plan was flexible enough to accommodate the wide variety of possible avenues for the location of the school. Another possible facility location named by the applicant is to co-locate with their current school located in the Frayser community, Cornerstone Prep Denver Campus. This created concern for the review committee because this school is currently on the Priority School List, and the co-location may create new barriers for the Denver Campus to overcome their academic deficiencies and/or negatively impact the new school.

Strengths Identified by the Committee:

While the Operations Plan and Capacity partially meets the standard because of the weaknesses described above, the review committee did find evidence of strengths within this section in the experience of the governing board, the capacity and support of the network, and their plans for professional development. The review committee was initially hesitant about CEG's capacity to support the opening of a new school due to the transitioning of the current Lester Prep principal to the new school. The application stated that the principal would commit 25% of his time to his responsibilities for the new school while still serving as the school leader of Lester Prep. During the capacity interview, however, the applicant further detailed the transition plan of the school leader and recent additions to the network-

⁸ Cornerstone Prep Middle School application, pg. 68.



level staff to support him with pre-opening responsibilities, thus bolstering the confidence of the review committee in the school's proposed leadership. Additionally, the applicant provided clear and compelling evidence of their ability to deliver adequate resources and professional development to staff supporting their special populations and at-risk students.

Analysis of the Financial Plan and Capacity

Rating: Meets or Exceeds Standard

Strengths Identified by the Committee:

The applicant's Financial Plan and Capacity meets or exceeds the standard because of their reasonable and realistic operating budgets, the network's strong financial health, and an on-going partnership with the Charter School Growth Fund (CSGF) which provides financial support for the school.

As presented in the application, the budget contains reasonable assumptions and budget numbers that reflect all operating costs including staffing, contracting, and insurance. The applicant provided evidence of a clear contingency plan for year 0 with \$50,000 allowed for unanticipated contingency items. Additionally, the applicant included detailed financial procedures for the school and at the network-level with a budget narrative that clearly aligned with the budget worksheet. The school's per-pupil funding projections were reasonable, and the school plans to operate with a positive ending fund balance each year beginning in year 0. Furthermore, the review committee was impressed with the school's commitment to finding top talent in Memphis and a focus on retention through a competitive salary, full benefits package, and bonus structure.

CEG is an experienced operator in strong financial health, operating three schools with a positive cash flow. The network has more than \$5 million in operating reserves along with \$1 million in cash available for the school that could be used to offset any revenue shortfall during the pre-opening or the first two years of operation. Additionally, the applicant provided a complete, realistic, and viable budget for the network with reasonable and well supported cost assumptions including grant and fundraising sources.

During the capacity interview, the applicant spoke about their partnership with the Charter School Growth Fund (CSGF), a national non-profit that makes philanthropic investments to networks building charter schools. The applicant has been in partnership with the CSGF for several years and specifically cited their support in building the network's back office procedures and staff. The applicant also discussed CSGF's commitment to funding the school's new hires for year 1 as well.

Analysis of the Portfolio Review and Performance Record

Rating: Partially Meets Standard

Weaknesses Identified by the Committee:

The applicant's Portfolio Review and Performance Record partially meets standard because of a lack of evidence of successful student outcomes for each school in the network. While the review committee acknowledges the continuous growth the network is making collectively, the committee determined that the Sponsor was unable to present evidence of successful student outcomes for all schools due to the lack of absolute achievement on the TNReady assessment and Cornerstone Prep Denver Campus' current status on the Priority School List.

The applicant stated that CEG schools have been continuously meeting their growth targets, as measured by the NWEA MAP assessment. The applicant plans to replicate their current middle school, Lester Prep, which has demonstrated the greatest success among their three schools, earning a composite Level 5 on TVAAS for the past two school years. However, evidence that the applicant's schools are high performing and successful on the state standards was lacking. In the 2016-17 school year, CEG's highest performing school, Lester Prep, saw 8% of their middle school students scoring "on track" or "mastered" on the English Language Arts (ELA) TNReady assessment, 13% in math, and 34% in science. While these scores have earned CEG recognition for the highest performing school in the Achievement School District (ASD), the ASD was formed to raise achievement in the lowest performing schools in the state of Tennessee. The applicant acknowledged their achievement deficits as compared to Shelby County Schools during the capacity interview and highlighted their plans for boosting achievement in ELA. However, the review committee had insufficient evidence that the existing schools' growth rates on NWEA MAP and TVAAS have translated, and will translate, into high levels of academic proficiency on state assessments.

According to the rubric, applicants must provide evidence of successful student outcomes for each school in the network to be considered meeting or exceeding the standard. As of this year's release of the Priority School List, one of CEG's schools remains on the list. During the capacity interview, the applicant stated that if the 2017-18 TN Ready data had been used, Cornerstone Prep Denver Campus would have moved off the priority list. However, according to the Tennessee Department of Education's 2018 School Accountability website, this was incorrect. The School Accountability website states, "following state legislation passed in April 2018, no school is identified as a Priority school using 2017-18 TN Ready data. However, schools could use data from 2017-18 to come off the Priority list."⁹ While Cornerstone Prep Denver Campus continues to make growth, it has not yet achieved enough academic success to move the school off the priority list, thus providing a lack of sufficient evidence that the network is prepared to support an additional school.

⁹ <https://www.tn.gov/education/data/accountability/2018-school-accountability.html>



Evaluation Team

Ali Gaffey serves as the Deputy Director of Charter Schools for the Tennessee State Board of Education. In this role, she works on the charter school appeals process and authorization duties of the State Board. Prior to joining the State Board staff, Ali was the 7th and 8th grade Academic Dean at STEM Prep Academy, a charter school serving our largely immigrant population in Southeast Nashville. Ali is a former middle and high school English teacher and Teach For America alum. Ali has taught and led in charter schools in Nashville and New Orleans and loves the innovation opportunities charter schools provide. Ali earned her B.A. at the University of Florida.

Mark Modrcin currently serves as the Director of Authorizing for the State Public Charter School Authority of Nevada, helping oversee the performance of nearly 30 charter school operators statewide that serve approximately 40,000 students. Mark has also worked as a district authorizer in Tulsa, Oklahoma, overseeing a much smaller portfolio while also focusing on the development of a Charter Collaboration Compact, which aimed to develop synergies between the district and the sponsored public charter schools. Mark holds a Bachelor of Science degree in Business from Miami University, a MBA from the University of Tulsa, and is a 2015 alum of the National Association of Charter School Authorizers (NACSA) Leaders Program.

Brittany Monda is the Executive Director at Memphis College Prep Elementary. Memphis College Prep is a tuition-free public elementary school serving students in grades Kindergarten through Fifth grade in South Memphis. Previously, Brittany taught in Memphis City Schools and worked on the Operations Team at Memphis College Prep. Brittany also serves on the Charter School Compact Committee with Shelby County Schools which aims at aligning policies with charter schools and the district. She holds a Bachelor of Arts degree from Elon University in North Carolina and a Masters in Education from Christian Brothers University.

Whitney O'Connell has 5 years of teaching experience in a variety of schools, most recently at Explore! Community School in East Nashville. Prior to working at Explore!, Ms. O'Connell acted as an intern at the International Bureau of Education (UNESCO) in Geneva, Switzerland collaborating on projects with the Malaysian Ministry of Education regarding gender-responsive STEM education. She was previously a corps member in Teach For America acting as a kindergarten teacher in Connell, Washington and has taught early childhood education internationally in Peña Blanca, Honduras. Ms. O'Connell earned her B.A. at Gustavus Adolphus College in Spanish and History and her M.Ed. at University of Washington.

Stephanie Rizas has served as an educator in the state of Maryland for 12 years. She has been both a classroom teacher and an instructional coach working with middle and high school students as well as administrators. She serves on the board for the National Consortium for Teaching About Asia and coordinates online workshops for teachers across the United States to develop curriculum about Asia for use in a wide range of disciplinary fields. She continues to mentor teachers and serve as a lead teacher with National Board certification. Stephanie is a summa cum laude graduate of the University of Maryland, College Park with a BA and MA in curriculum and instruction, with a focus in social studies. Stephanie is



committed to education and abides by the philosophy that every child deserves quality, accessible, and meaningful educational experiences.

Angela Sanders currently serves as the Deputy Director of Policy and Accountability for the State Board. In this role, she assists in management of the charter school appeals process and authorization duties of the State Board, including monitoring of authorized charter schools and maintenance of the State Board's LEA policies in compliance with State and Federal laws, rules, and policies. Ms. Sanders previously served as the General Counsel for the State Board where she advised board members and staff on all legal matters relating to public K-12 education in Tennessee. Prior to joining State Board staff, Ms. Sanders was an attorney in the Nashville office of Lewis, Thomason, King, Krieg & Waldrop, P.C., working primarily in the education law and business law practice groups. Ms. Sanders graduated Magna Cum Laude from Saint Louis University School of Law, and received her Bachelor of Science degree in Journalism and Electronic Media from the University of Tennessee, Summa Cum Laude.

Michael Whaley is the founding Regional Director of Leadership for Educational Equity (LEE) in Memphis. Prior to joining LEE in June 2016, Michael served as the Founder and Executive Director of Memphis College Prep, a kindergarten through fifth grade charter school. A member of the 2006 Teach For America charter corps in Memphis, Michael taught elementary school before being selected for the Building Excellent Schools Fellowship, nationally recognized for its rigorous, year-long training program in charter school management. Michael is active in the Memphis community, serving on several advisory boards including the Shelby County Schools Charter Compact Advisory Committee. Michael previously worked in Legislative Affairs for Southwest Airlines and holds a Bachelor of Arts in Political Science and Public Policy from Southern Methodist University in Dallas, TX.

Exhibit B

Shelby County Schools Recommendation Report



Cornerstone Prep Middle School

Amended Application Review Committee Recommendation: **Deny**

Proposed School Name	Proposed School Focus	Proposed Region/Location
Cornerstone Prep Middle School	College Prep	None

School Mission

Cornerstone Prep Middle School is part of the Capstone Education Group. The group’s mission is to “equip all students with the Wisdom and Knowledge necessary to succeed in college and to become leaders in the community.”

School Plan Summary

The application proposes to replicate the academic, culture and operational systems at its existing ASD middle school, Lester Prep. These systems are codified into documents that Capstone Education Group refers to as their “blueprints.” Key characteristics of the blueprints include extended day, differentiated daily schedules in core content classes, daily intervention block and a merit/demerit behavior system.

Leadership and Governance

Full Name	Current Job Title and Employer	Position with Proposed School
Jay Darren Harvil	Senior Vice President, Lipscomb and Pitts Insurance	Board chair
Paul F.T. Edwards	Attorney, Evans Petree PC	Board secretary
Thomas Matthew Marino	Executive Director, The Poplar Foundation	Board vice chair
Elliot Lemont Perry	Community Advisor, The Poplar Foundation	Chair of the personnel committee
Monika Lorice Johnson	Executive director of Equity and Compliance at Southwest Tennessee Community College	Member of audit and finance committee
Camela Patrice Echols	Executive Director, Refugee Empowerment Program	Member of the personnel committee
Octavius Deshun Nickson	Owner, Nickson General Contractors, LLC	Parent board representative
Jason Dwayne Cook	Pastor, Fellowship Memphis	Member of audit and finance committee
Scott Walker	Senior Vice President, First Tennessee Bank	Chair of the audit and finance committee
Drew Sippel	Executive Director of CEG	Executive Director of CEG
Koai Matthews	Principal of Lester Prep	Principal of Cornerstone Prep Middle School
Muna Olaniyi	Director of Academic Achievement and RTI for CEG Middle school	Same
Jacque Rowe Fields	Director of Public Relations and Recruitment for CEG schools	same
Christina Howard	Human Resource Specialist	same
Angie Cramer	Director of Schools	Same

Proposed Grade Structure and 5-year Enrollment Projections

Academic Year	Planned # of Students	Grades Served
2019-2020	240	6 th and 7 th
2020-2021	360	6 th , 7 th , 8 th
2021-2022	360	6 th , 7 th , 8 th
2022-2023	360	6 th , 7 th , 8 th
2023-2024	360	6 th , 7 th , 8 th
2024-2025	360	6 th , 7 th , 8 th

Application Ratings and Comments by Section

This section should include a summary of comments from all reviewers.

Section/Rating	Strengths/Highlights	Concerns/Areas for Improvement
<p>Academic Plan Design and Capacity</p> <p><input type="checkbox"/> Meets or Exceeds</p> <p><input checked="" type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>	<p>The school's academic plan is a proposed replication of their structure at their existing ASD school. The application is specific and detailed in its outline of how every minute of instructional time will be spent. The academic plan includes a daily intervention or enrichment block for all students.</p>	<p>The amended application still not provide a target location. However, the applicant did state that the school will be in an area of need. The application also acknowledged not assessing parent demand and plans to do so upon approval. Given how late an applicant could be recommended for approval, the timeline could potentially compromise enrollment for the proposed school. Additionally, demographic projections, student recruitment strategies and community engagement strategies are general and vague because they aren't tied to a specific community location. This section of the application frequently references the CEG Blueprint as the basis for all instructional and cultural systems and decisions, but the Blueprint was not provided as an attachment to the application.</p>
<p>Operations Plan and Capacity</p> <p><input checked="" type="checkbox"/> Meets or Exceeds</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>	<p>The network's central staff has clearly delineated tasks and procedures to ensure operational compliance and excellence. The network has experience with starting a school and understands the required tasks.</p>	<p>The applicant discussed the creation of the network Blueprint to capture the components that will ensure success of their network of schools. The description of the Blueprint was at a high level and it was unclear how school leadership is accountable for the execution of the Blueprint.</p>
<p>Financial Plan and Capacity</p> <p><input checked="" type="checkbox"/> Meets or Exceeds</p> <p><input type="checkbox"/> Partially Meets</p> <p><input type="checkbox"/> Does Not Meet</p>	<p>The network has large reserve and a history of fiscal health and responsibility. In the event of shortfalls, the network can provide support, if needed.</p>	
<p>Portfolio Review/Performance Record</p> <p><input type="checkbox"/> Meets or Exceeds</p> <p><input type="checkbox"/> Partially Meets</p> <p><input checked="" type="checkbox"/> Does Not Meet</p>	<p>The applicant presents evidence in the network are able to grow student's scores on the NWEA MAP assessment.</p>	<p>Though Cornerstone Prep's Lester growth scores are a level 5, the overwhelming majority of current data suggests the Cornerstone network is not well positioned for continued growth at this time. When evaluating the network's current data through the lens of SCS' school performance scorecard, Cornerstone Prep Lester and Cornerstone Prep Denver are both far below standard on the overall scorecard (2.03 & 1.27 respectively) and SPF growth scores at those two schools are similarly below standard (1.75 and 1.5 respectively). Due to the number of schools that are underperforming within their network, there is concern about the network adding additional schools. In addition, the application does not include a robust and detailed action plan geared toward improving the low performing schools in the network. While the application briefly mentions the interventions it has implemented at its schools, it does not include evidence of improvement based on current interventions.</p>

Exhibit C

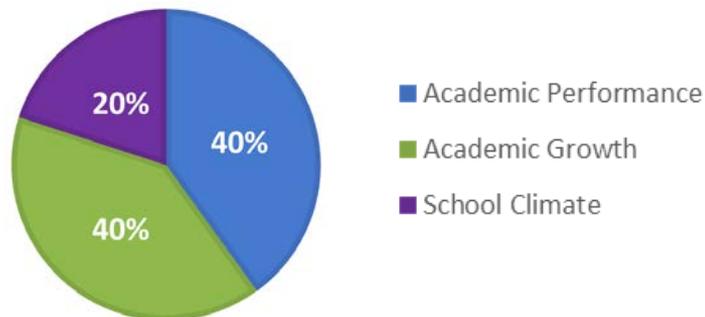


Cornerstone Prep
Historic
Academic
Performance

SCHOOL PERFORMANCE FRAMEWORK



K-8 School Performance Framework



SCHOOL PERFORMANCE FRAMEWORK



Metric	Description
Academic Performance	<ul style="list-style-type: none">Includes on-track plus mastered rates in reading/language arts, math, science, and social studies for all students
Academic Growth	<ul style="list-style-type: none">Academic Growth includes TVAAS growth levels for all students in reading/language arts, math, science, and social studies along with the reduction in Below rate for the same subjects
College/Career Readiness (secondary schools only)	<ul style="list-style-type: none">College and Career Readiness includes graduation rate, improvement of graduation rate, dropout rate, ACT composites, and enrollment to post-secondary institutions
School Climate	<ul style="list-style-type: none">School Climate includes rates of attendance, suspension, and expulsion for all studentsThe framework recognizes the relationship between school climate and school performance and includes this category to affirm the relationship and help parents know more about the educational environment their children will experience

Note: The rubric for the School Performance Scorecard was created using only SCS schools.

SCHOOL PERFORMANCE FRAMEWORK

K-8 Rubric



■ Excellent (4 - 5)
 ■ Good (3 - 3.99)
 ■ Fair (2 - 2.99)
 ■ Needs Improvement (1 - 1.99)

SPF - Working Rubric for 1617 School-Year												
SPF	Category	Measure	1		2		3		4		5	
			Range		Range		Range		Range		Range	
K8	Achievement	ELA On Track Plus Mastered Rate	0.0%	8.8%	8.9%	13.3%	13.4%	17.7%	17.8%	24.1%	24.2%	100.0%
K8	Achievement	Math On Track Plus Mastered Rate	0.0%	10.0%	10.1%	15.2%	15.3%	20.1%	20.2%	29.5%	29.6%	100.0%
K8	Achievement	Science Proficiency Plus Advanced Rate	0.0%	22.5%	22.6%	31.4%	31.5%	40.0%	40.1%	50.0%	50.1%	100.0%
K8	Achievement	Social Studies On Track Plus Mastered Rate										
K8	Growth	TVAAS Composite	1	1	2	2	3	3	4	4	5	5
K8	Growth	TVAAS Literacy	1	1	2	2	3	3	4	4	5	5
K8	Growth	TVAAS Numeracy	1	1	2	2	3	3	4	4	5	5
K8	Growth	TVAAS Science	1	1	2	2	3	3	4	4	5	5
K8	Growth	TVAAS Social Studies	1	1	2	2	3	3	4	4	5	5
K8	Growth	ELA Reduction in Below Rate										
K8	Growth	Math Reduction in Below Rate										
K8	Growth	Science Reduction in Below Basic Rate										
K8	Growth	Social Studies Reduction in Below Rate										
K8	Climate	Attendance	0.0%	93.1%	93.2%	94.2%	94.3%	95.0%	95.1%	96.0%	96.1%	100.0%
K8	Climate	Suspension Rate	NA	32.5%	32.4%	16.3%	16.2%	8.9%	8.8%	3.7%	3.6%	0.0%
K8	Climate	Expulsion Rate	NA	0.93%	0.92%	0.42%	0.41%	0.25%	0.24%	0.01%	0.00%	0.00%

CORNERSTONE PREP HISTORICAL PERFORMANCE (SPF 1-year and TVAAS)

■ Excellent (4 - 5)
 ■ Good (3 - 3.99)
 ■ Fair (2 - 2.99)
 ■ Needs Improvement (1 - 1.99)

School Performance Scorecard 2016-17 (1-year)				
	Cornerstone Prep -Lester Campus (K-5)	Cornerstone Prep - Denver Campus (K-5)	Lester Prep (6-8)	
Overall Level	2.03	1.27	3.00	
Achievement Level	2.33	1.00	2.00	
Growth Level	1.75	1.50	5.00	
Climate Level	2.00	1.33	1.00	
Composite TVAAS				
2014	5	2015-16 was the first year as an ASD school.	Not an ASD school	
2015	4		3	
2016	n/a		n/a	
2017	1		1	5
2018	3		5	5

CORNERSTONE PREP HISTORICAL PERFORMANCE (SPF 2-year average)

■ Excellent (4 - 5)
 ■ Good (3 - 3.99)
 ■ Fair (2 - 2.99)
 ■ Needs Improvement (1 - 1.99)

	Cornerstone Prep -Lester Campus (K-5)	Cornerstone Prep - Denver Campus (K-5)	Lester Prep (6-8)
Composite TVAAS	3	5	5
Overall 2016-18 SPF*	2.31 ↑	1.92 ↑	2.88 ↓
2016-18 Achievement SPF Level*	2.67	1.33	2.00
2016-18 Growth SPF Level*	2.10	2.80	4.70
2016-18 Climate SPF Level*	2.00	1.33	1.00

*No achievement rates were available for Social Studies and therefore were not included in the Achievement category. Below Rates were suppressed in the state file and were therefore not included in the Growth Category calculation. No 2018 climate data was available as of September 17, 2018, so 2017 climate data was used to calculate a climate rate level.



THANK YOU!



EXHIBIT. D OPERATOR PAST PERFORMANCE

Lester Prep Middle School

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	7.1%	12.7%	33.9%
TVAAS Composite	Level 5	Level 5	Level 5
Overall TVAAS Composite	Level 5		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	7.9%	11.3%	29.1%
TVAAS Composite	Level 5	Level 4	Level 3
Overall TVAAS Composite	Level 5		

Projected Performance on State Board Performance Framework

Section 1: Student Achievement		
Indicator	16-17 Rating	17-18 Rating
1 (b). Student Achievement for New Schools		
Absolute performance in ELA % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Absolute performance in math % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Absolute performance in science % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Growth TVAAS overall composite index for the one-year trend	Exceeds Standard	Exceeds Standard
2. Comparative Performance		
School comparative performance to resident district (Shelby County) in ELA (% On Track/Mastered)	Does Not Meet	Does Not Meet
School comparative performance to resident district (Shelby County) in Math (% On Track/Mastered)	Meets Standard	Does Not Meet
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Does Not Meet	Does Not Meet

Cornerstone Prep Lester Campus*

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	7.9%	15.7%	31.7%
TVAAS Composite	Level 1	Level 4	Level 1
Overall TVAAS Composite	Level 1		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	11.2%	20%	41.5%
TVAAS Composite	Level 3	Level 1	Level 5
Overall TVAAS Composite	Level 3		

*- The Lester Campus serves grades Pre-K through 5

Projected Performance on [State Board Performance Framework](#)

Section 1: Student Achievement		
Indicator	16-17 Rating	17-18 Rating
1 (b). Student Achievement for New Schools		
Absolute performance in ELA % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Absolute performance in math % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Does Not Meet
Absolute performance in science % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Does Not Meet
Growth TVAAS overall composite index for the one-year trend	Falls Far Below	Meets Standard
2. Comparative Performance		
School comparative performance to resident district (Shelby County) in ELA (% On Track/Mastered)	Does Not Meet	Does Not Meet
School comparative performance to resident district (Shelby County) in Math (% On Track/Mastered)	Does Not Meet	Meets Standard
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Does Not Meet	Meets Standard

Cornerstone Prep Denver Campus*

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	**	8%	12.2%
TVAAS Composite	Level 1	Level 2	Level 2
Overall TVAAS Composite	Level 1		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	8.7%	18.1%	16.3%
TVAAS Composite	Level 5	Level 5	Level 5
Overall TVAAS Composite	Level 5		

*- The Denver Campus serves grades Pre-K through 5 and appears on the 2018 Priority School List

** - Data suppressed by Tennessee Department of Education

Projected Performance on [State Board Performance Framework](#)

Section 1: Student Achievement		
Indicator	16-17 Rating	17-18 Rating
1 (b). Student Achievement for New Schools		
Absolute performance in ELA % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Absolute performance in math % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Absolute performance in science % of students scoring On Track/Mastered on TN Ready	Falls Far Below	Falls Far Below
Growth TVAAS overall composite index for the one-year trend	Falls Far Below	Exceeds Standard
2. Comparative Performance		
School comparative performance to resident district (Shelby County) in ELA (% On Track/Mastered)	Falls Far Below	Falls Far Below
School comparative performance to resident district (Shelby County) in Math (% On Track/Mastered)	Falls Far Below	Does Not Meet
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Falls Far Below	Falls Far Below