



## Annual Authorizer Report

Tennessee State Board of Education

January 1, 2022

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## Letter from the Executive Director

The 2020-21 school year marked a second school year significantly impacted by the COVID-19 public health emergency. While we had hoped for smoother sailing, our district remained fully virtual for at least half of the year with our schools deciding when to offer both in-person and virtual options for students based on family input and guidance from state and local health departments. Regardless of the mode of instruction, our school teams were bold, resourceful, and creative, never stopping in their quest to ensure that students received a high-quality education. As the authorizer of these intrepid schools, we continue to be incredibly proud of their relentless commitment to serving students and families.

This year's annual report includes academic performance data but notes that, due to the disruptions caused by COVID-19, we hold our schools harmless in the academic performance rating for the 2020-21 school year. The academic data shared in this report serves as a point of reference rather than an evaluative rating. The annual report also contains our schools' fiscal and operational performance, which remain evaluative, as is typical. These findings are based on the State Board's approved charter school performance framework and are consistent with the best practices for transparent authorizing in State Board Policy 6.111 – Quality Charter Authorizing Standards.<sup>1</sup>

Another key difference this year is that the 2020-21 school year was the last year the State Board served as a charter school authorizer. On July 1, 2021, the State Board's authorized charter schools successfully transitioned to the Tennessee Public Charter School Commission. Our team worked closely with the Charter Commission to ensure a smooth transition and we have full confidence that our schools will continue to be successful under their new authorizer.

In addition to our school and network teams, I would like to thank our State Board members and staff for their continued focus on ensuring that all students have access to high-quality schools regardless of ZIP code, prior achievement, or demographics. We look forward to celebrating the continued successes of our schools in the years to come.

A handwritten signature in blue ink, appearing to read "Sara Morrison".

Dr. Sara Morrison, Ed.D.  
Executive Director, Tennessee State Board of Education

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<sup>1</sup> Now that the State Board's charter schools are authorized by the TN Public Charter School Commission, this policy has been repealed as of July 23, 2021.



## About the Tennessee State Board of Education

The State Board of Education is composed of eleven members — one from each of Tennessee's nine congressional districts, plus a student member and the executive director of the Tennessee Higher Education Commission, who serves as an ex-officio, non-voting member. Dr. Sara Morrison serves as the Executive Director of the Board. All members are appointed by the Governor and confirmed by the General Assembly. Board members serve five-year terms; the student member serves a one-year term.

Mr. Nick Darnell – 1<sup>st</sup> Congressional District

Mr. Jordan Mollenhour – 2<sup>nd</sup> Congressional District

Mr. Robert Eby – 3<sup>rd</sup> Congressional District, Vice Chairman

Mr. Gordon Ferguson – 4<sup>th</sup> Congressional District

Ms. Elissa Kim – 5<sup>th</sup> Congressional District

Mrs. Lillian Hartgrove – 6<sup>th</sup> Congressional District, Chairman

Mr. Nate Morrow – 7<sup>th</sup> Congressional District

Mr. Larry Jensen – 8<sup>th</sup> Congressional District

Mr. Darrell Cobbins – 9<sup>th</sup> Congressional District

Mr. Garren Hamby — Student Member

Dr. Emily House – Ex Officio, Executive Director, Tennessee Higher Education Commission

Dr. Sara Morrison – Executive Director, Tennessee State Board of Education

## Appellate Authorizer of Charter Schools

In 2014, the Tennessee General Assembly adopted the law establishing the State Board as an appellate authorizer of charter schools. Pursuant to Tennessee Code Annotated ("T.C.A.") § 49-13-108(b)(4), if the State Board of Education finds that a local school board's decision to deny an application of a charter school was contrary to the best interests of the pupils, school district, or community, the State Board may approve the application for a charter school. If the charter school is located in a Local Education Agency (LEA) that has a priority school on the current or last preceding priority school list, the State Board will be the chartering authority of the school. The school will then be evaluated and held accountable to the State Board of Education's Charter School Performance Framework unless the LEA and the charter school agree that the charter school will be overseen and monitored by the LEA, pursuant to T.C.A. § 49-13-142(b)(3). The State Board currently authorizes three charter schools: one in Memphis, Tennessee and two in Nashville, Tennessee.

The State Board's first authorized charter school, Bluff City High School, opened in Memphis, Tennessee for the 2017-18 school year. Operated by Green Dot Public Schools Tennessee, Bluff City High School opened with 9th graders in 2017 and now serves grades 9-12. The State Board's second and third authorized charter schools, operated by KIPP Nashville, opened in 2018 and 2019, respectively. Serving the Antioch neighborhood of Nashville, KIPP Antioch College Prep Elementary School will serve grades K-



4 when fully expanded and KIPP Antioch College Prep Middle School will serve grades 5-8 when fully expanded.

## The State Board's Master Plan

To meet the requirements of T.C.A. § 49-13-108, the State Board develops an annual Master Plan that outlines its vision for Tennessee students. In order to achieve this vision, the State Board established a number of strategic goals which guide the work of the State Board, including a goal which states, “By June 30, 2025, [the State Board will] ensure policies and systems are in place so that every Tennessee student has access to high-quality learning options”.

## Authorizing Mission and Core Authorizing Principles

With regard to its authorizing functions, the mission of the State Board as an authorizer is to increase families' access to high-quality charter schools. The State Board will carry out this mission by upholding the core principles set forth in State Board Policy 6.200 – Charter School Authorizing Principles.<sup>2</sup>

1. *Core Authorizing Principles.* The State Board will, in all of its endeavors, be guided by the following three core authorizing principles: maintaining high standards for charter schools; upholding charter school autonomy and protecting student and public interests.

2. *Maintaining High Standards.* To maintain high standards, the State Board will:

- a) Set high standards for the approval of charter schools in its portfolio.
- b) Maintain high standards for the charter schools it oversees.
- c) Hold charter schools accountable for, over time, meeting the performance standards and targets set forth in their charter agreements on a range of measures and metrics.
- d) Close all charter schools in its portfolio that fail to meet the standards and targets set forth in law and under their charter agreements.

3. *Upholding School Autonomy.* To uphold school autonomy, the State Board will:

- a) Honor and preserve the independence of its charter schools' governing boards.
- b) Preserve core school autonomies related to educational programming, financial, personnel, school culture, and scheduling decisions.
- c) Assume responsibility, not for the success or failure of individual charter schools in its portfolio, but for holding schools accountable for their performance.
- d) Focus on school accountability for outcomes rather than inputs and processes.
- e) Minimize, within state and federal law, administrative and compliance burdens on charter schools in its portfolio.

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<sup>2</sup> Now that the State Board's charter schools are authorized by the TN Public Charter School Commission, this policy has been repealed as of July 23, 2021.



4. *Protecting Student and Public Interests.* The well-being and best interests of students will be the fundamental value informing all State Board actions and decisions.
- a) The State Board will hold its charter schools accountable for fulfilling fundamental public education obligations to all students, including:
    - i. Non-selective, nondiscriminatory access to all eligible students;
    - ii. Fair treatment of all students in admissions and disciplinary actions; and
    - iii. Appropriate services for all enrolled students in accordance with the law.
  - b) The State Board will hold its charter schools accountable for fulfilling fundamental obligations to the public, including that schools provide the following:
    - i. Sound governance, management, and stewardship of public funds; and
    - ii. Public information and operational transparency in accordance with the law.
  - c) When granting a charter and providing oversight to a State Board authorized charter school, the State Board will:
    - i. As part of its mission, focus on chartering high-quality charter schools;
    - ii. Demonstrate clarity, consistency, and public transparency in its authorizing policies, practices, and decisions;
    - iii. Maintain effective and efficient public stewardship of its public resources;
    - iv. Comply with all applicable laws and regulations; and
    - v. Employ ethical conduct in all activities.
  - d) The State Board will support parents' and students' abilities to make informed choices about educational options by providing clear, accurate, and timely information related to performance of the charter schools in the State Board's portfolio.



## About the Annual Report

The State Board of Education produces an Annual Report for the charter schools it oversees. The report summarizes each school's academic, financial, and organizational performance based on the State Board's Performance Framework. For each measure in this report, the school receives one of the ratings described below.

RATING	DESCRIPTION
Exceeds Standard	The school is exceeding expectations and showing exemplary performance. This rating only applies to academic performance.
Meets Standard	The school is performing well and meeting expectations for performance.
Does Not Meet Standard	The school has failed to meet minimum expectations for performance.
Falls Far Below Standard	The school falls far below the stated expectations and/or significant concern(s) are noted. The failures are material and significant to the viability to the school.

The State Board is committed to providing high-quality education for the public school students in Tennessee. The purpose of the Annual Report is to:

1. Provide information to the charter school on its performance relative to the standards and expectations established by federal and state law, State Board rules, and the charter agreement;
2. Identify the school's strengths and any areas needing improvement; and
3. Provide information that enables the community and the public to understand the school's performance, including its fulfilment of public obligations.



School Name	Bluff City High School
Address	4100 Ross Road, Memphis, TN 38115
Phone	(901) 881-7375
Website	<a href="http://tn.greendot.org/bchs/">http://tn.greendot.org/bchs/</a>
School Leader	Lameika Pegues, <a href="mailto:lameika.pegues@greendot.org">lameika.pegues@greendot.org</a>
School Mission	Our mission is to help transform public education so <i>ALL</i> students graduate prepared for college, leadership, and life.
Operating Status	Open and operating
Year Opened	2017
Grades Served in 2020-21	9, 10, 11, 12
Enrollment in 2020-21	531 students
Contracted Services	n/a
Approved Waivers	<a href="#">View here</a>



### A Message from Bluff City High School

Bluff City High School is a high performing charter school in the Hickory Hill community of Memphis that is building a reputation for providing a thriving academic community and social emotional opportunities while preparing students for college, leadership, and life. The school continues to focus on increasing academic proficiency with our students through an emphasis on math and English.

We successfully returned to campus in spring 2021, utilizing safety precautions to ensure students are able to receive academics in-person. The return to campus required increasing our support for students by addressing concerns that became evident during online learning, specifically attendance and social emotional support. For the 2021-22 school year we added a new role, student support specialist, that's focused on improving student attendance through increased parental contact as well as identification and elimination of barriers impacting attendance. Additionally, we added two school social workers who are working to support the social emotional needs of students by providing individual and group counseling, analyzing key trends, and building community partnerships to create long-lasting change. This increased support has led to an increase in our average daily attendance and a reduction in overall discipline concerns.

We are excited to see the academic impact from adjusting our bell schedule to a modified block schedule and increased staffing in our ninth through eleventh grade English and math classes. The addition of these staff members means students participate in math and English classes daily and teachers have the added benefit of a partner for planning and data analysis. Teachers in these grade levels also receive additional tailored coaching and support designed to immediately translate into the classroom.

To support students' growth outside of the classroom, we've continued to provide opportunities to visit college campuses (though in smaller groups), explore career opportunities, and have added Bluff City's Mighty March Band, who have been invited to perform at this year's Mardi Gras Parade.

We look forward to seeing the impact our class of 2022 graduates have on the world as global citizens prepared for life beyond high school.

With Gratitude,  
Lameika Pegues  
Bluff City High School Principal

**I. Academic Performance & School Culture**
**NOT APPLICABLE FOR SY20-21**

As a result of disruptions to the 2020-21 school year caused by the COVID-19 public health emergency, the Tennessee State Legislature passed the Accountability Hold Harmless Act. This legislation removes negative consequences associated with evaluation and accountability for the 2020-21 school year. As a result, assessment scores for the 2020-21 school year are included for reporting purposes only and shall not be used to inform negative consequences against the school.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
<b>STUDENT ACHIEVEMENT</b>		
Absolute Performance in ELA	6.1% scored on-track/mastered	Falls Far Below
Absolute Performance in Math	Data Suppressed	Falls Far Below
Absolute Performance in Science	9.1% scored on-track/mastered	Falls Far Below
Absolute Performance in Social Studies	11.6% scored on-track/mastered	Falls Far Below
Growth	TVAAS Level 1 Composite	Falls Far Below
Chronic Absenteeism	58.4% chronically absent	Falls Far Below
English Language Proficiency Assessment	0% met growth standard	Falls Far Below
<b>COMPARATIVE PERFORMANCE</b>		
School Comparative Performance to Shelby County Schools in ELA	SCS 18.5% scored on-track/mastered	Does Not Meet Standard
School Comparative Performance to Shelby County Schools in Math	SCS 5.5% scored on-track/mastered	Meets Standard
School Comparative Performance to Shelby County Schools in Science	SCS 22.2% scored on-track/mastered	Does Not Meet Standard
School Comparative Performance to Shelby County Schools in Social Studies	SCS 16.6% scored on-track/mastered	Meets Standard
<b>SCHOOL CULTURE</b>		
Out of School Suspension Rate <sup>3</sup>	N/A	N/A
Student Attrition Rate	15%	Meets Standard
Teacher Retention Rate	52%	Falls Far Below

**II. Financial Performance**
**MEETS STANDARD**

This section provides an overview of the school's performance in the 2020-21 school year and recent historical trends based on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter agreement. These measures provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	RATING
<b>NEAR TERM FINANCIAL HEALTH</b>	
Current Ratio	Meets Standard
Unrestricted Days Cash	Meets Standard

<sup>3</sup> Discipline data from the 2020-21 school year is not comparable to the same data in other years due to varying instruction models in response to the pandemic.



Enrollment Variance	Meets Standard
Debt Default	Meets Standard
FINANCIAL SUSTAINABILITY	
Total Margin	Meets Standard
Debt to Asset Ratio	Meets Standard
Cash Flow	Does Not Meet Standard
Debt Service Coverage Ratio	Meets Standard

### III. Organizational Performance

MEETS STANDARD

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter agreements. This section reports the school's overall performance in the 2020-21 school year based on fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance.

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Does Not Meet Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	Meets Standard
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	N/A
Reporting Requirements	Meets Standard
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Does Not Meet Standard



## ANTIOCH COLLEGE PREP

<b>School Name</b>	KIPP Antioch College Prep Elementary School
<b>Address</b>	3655 Murfreesboro Pike, Antioch, TN 37013
<b>Phone</b>	(615) 226-4484
<b>Website</b>	<a href="https://kippnashville.org/">https://kippnashville.org/</a>
<b>School Leader</b>	Molly Ramsey, <a href="mailto:mramsey@KIPPNashville.org">mramsey@KIPPNashville.org</a>
<b>School Mission</b>	KIPP Antioch College Prep Elementary School ("KACPE") is a free, open-enrollment public charter school located in South Nashville. KACPE is grounded in the promise that we make to our families, students, and community that through educating with love, equity, and excellence, our students will be leaders who impact change for themselves, our communities, and our world. The culture of our school is made up of all of the individual choices, actions, and words that collectively shape the experience of every person who enters our community.
<b>Operating Status</b>	Open and operating
<b>Year Opened</b>	2018
<b>Grades Served in 2020-21</b>	K, 1, 2 (growing to K-4)
<b>Enrollment in 2020-21</b>	412 students
<b>Contracted Services</b>	n/a
<b>Approved Waivers</b>	View <a href="#">here</a>



### A Message from KIPP Antioch College Prep Elementary

The 2020-21 school year was unlike any year we could've imagined. Our Team and Family has risen to this challenge in immeasurable ways. As a result of continued relationship and trust built with our students and families, we were successfully able to operate a robust distance learning program for our students and opened our doors to some kindergarten, first grade and second grade students for in-person instruction.

A few highlights of note:

- We safely reopened twice, in November and February, during the 2020-21 school year.
- Community demand continues to be high for our school, with over 300 students on our wait list.
- To prepare our students and families for distance learning at the start of the 2020-21 school year, we coordinated the distribution of Wi-Fi hotspots, Chromebooks, school supplies and other needed materials.
- We averaged between 97% - 99% attendance during distance and in-person learning.
- Our families are happy with our school, with 95% expressing satisfaction through an online survey.

Much of our success comes from leveraging what we learned during the 2019-20 school year regarding online learning platforms, student achievement and engagement, and family involvement. I'm extremely proud of our families and students for their resilience and our staff for continuing to provide stability and routine during this tumultuous time. Promises to kids are sacred, no matter what the world throws at you, and we strongly believe we're preparing our students for a bright future that leads them on the path to and through college and life beyond.

With Gratitude,  
Molly Ramsey  
KIPP Antioch College Prep Elementary School Principal



## I. Academic Performance & School Culture

NOT APPLICABLE FOR SY20-21

As a result of disruptions to the 2020-21 school year caused by the COVID-19 public health emergency, the Tennessee State Legislature passed the Accountability Hold Harmless Act. This legislation removes negative consequences associated with evaluation and accountability for the 2020-21 school year. As a result, assessment scores for the 2020-21 school year are included for reporting purposes only and shall not be used to inform negative consequences against the school.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
STUDENT ACHIEVEMENT		
Absolute Performance in ELA	N/A	N/A
Absolute Performance in Math	N/A	N/A
Absolute Performance in Science	N/A	N/A
Absolute Performance in Social Studies	N/A	N/A
Growth	N/A	N/A
Chronic Absenteeism	1.9% chronically absent	Exceeds Standard
English Language Proficiency Assessment	5% met growth standard	Falls Far Below
COMPARATIVE PERFORMANCE		
School Comparative Performance to Metro Nashville Public Schools in ELA	N/A	N/A
School Comparative Performance to Metro Nashville Public Schools in Math	N/A	N/A
School Comparative Performance to Metro Nashville Public Schools in Science	N/A	N/A
School Comparative Performance to Metro Nashville Public Schools in Social Studies	N/A	N/A
SCHOOL CULTURE		
Out of School Suspension Rate <sup>4</sup>	N/A	N/A
Student Attrition Rate	16%	Meets Standard
Teacher Retention Rate	65%	Does Not Meet

## II. Financial Performance

MEETS STANDARD

This section provides an overview of the school's performance in the 2020-21 school year and recent historical trends based on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter agreement. These measures provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	RATING
NEAR TERM FINANCIAL HEALTH	
Current Ratio	Meets Standard
Unrestricted Days Cash	Meets Standard

<sup>4</sup> Discipline data from the 2020-2021 school year is not comparable to the same data in other years due to varying instruction models in response to the pandemic.



Enrollment Variance	Meets Standard
Debt Default	Meets Standard
FINANCIAL SUSTAINABILITY	
Total Margin	Meets Standard
Debt to Asset Ratio	Meets Standard
Cash Flow	Does Not Meet Standard <sup>5</sup>
Debt Service Coverage Ratio	Meets Standard

### III. Organizational Performance

MEETS STANDARD

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter agreements. This section reports the school's overall performance in the 2020-21 school year based on fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance.

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	Meets Standard
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	N/A
Reporting Requirements	Meets Standard
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	
All Other Obligations	Meets Standard

<sup>5</sup> While the KIPP network is in a healthy cash position, the network had significant expenses related to a capital improvement project in SY20-21 which impacted the rating.



The logo for KIPP Antioch College Prep. It features a stylized globe icon on the left, composed of light blue and white segments, with a yellow heart shape overlaid on it. To the right of the icon, the word "KIPP:" is written in large, bold, blue capital letters. A thin yellow horizontal line runs across the page below the globe icon. Below the "KIPP:" text, the words "ANTIOCH COLLEGE PREP" are written in large, bold, blue capital letters.

<b>School Name</b>	KIPP Antioch College Prep Middle School
<b>Address</b>	3655 Murfreesboro Pike, Antioch, TN 37013
<b>Phone</b>	(615) 226-4484
<b>Website</b>	<a href="https://kippnashville.org/">https://kippnashville.org/</a>
<b>School Leader</b>	Nicole Olszewski, <a href="mailto:nolszewski@KIPPNashville.org">nolszewski@KIPPNashville.org</a>
<b>School Mission</b>	To cultivate in its students the character and academic skills needed to succeed in rigorous high schools and colleges, and to become productive citizens in the world beyond.
<b>Operating Status</b>	Open and Operating
<b>Year Opened</b>	2019
<b>Grades Served in 2020-21</b>	5, 6 (growing to 5-8)
<b>Enrollment in 2020-21</b>	272 students
<b>Contracted Services</b>	n/a
<b>Approved Waivers</b>	<a href="#">View here</a>



### A Message from KIPP Antioch College Prep Middle School

On August 5, 2019, KIPP Antioch College Prep Middle School ("KACPM") opened for the first time to 132 fifth grade students in the Class of 2027. The year 2027 is an important one, as this is when our students will graduate from high school and matriculate to the next phases of their lives. In the 2020-2021 school year we doubled in size and served 272 students across grades 5 and 6. During the school year, our leadership team developed our staff and continuously worked with our staff, region, and the State Board to ensure we provided the best version of education, align on high expectations, and make a commitment to work hard and serve every student every day. We are proud of the foundation that was laid in year one and two and will continue to build on our culture of love and respect.

A few highlights of note:

- More than 90% of students stayed with us during the school year.
- 96% of families agreed/strongly agreed that they are proud that their child attends KACPM.
- 95% of families agreed/strongly agreed that KACPM has a positive impact on their child's character.
- KACPM met its goal on all internal unit assessments throughout the school 2020-2021 school year.

At KIPP Antioch College Prep Middle School, our goal is to foster excellence in academics and character, all while building a love for learning, growth, and care for themselves and others.

With love and gratitude,  
Nikki Miller Olszewski  
KIPP Antioch College Prep Middle School Principal

**I. Academic Performance & School Culture**
**NOT APPLICABLE FOR SY20-21**

As a result of disruptions to the 2020-21 school year caused by the COVID-19 public health emergency, the Tennessee State Legislature passed the Accountability Hold Harmless Act. This legislation removes negative consequences associated with evaluation and accountability for the 2020-21 school year. As a result, assessment scores for the 2020-21 school year are included for reporting purposes only and shall not be used to inform negative consequences against the school.

INDICATORS AND MEASURES	SCHOOL PERFORMANCE	RATING
<b>STUDENT ACHIEVEMENT</b>		
Absolute Performance in ELA	16.7% scored on-track/mastered	Falls Far Below
Absolute Performance in Math	7.7% scored on-track/mastered	Falls Far Below
Absolute Performance in Science	19.5% scored on-track/mastered	Falls Far Below
Absolute Performance in Social Studies	12.7% scored on-track/mastered	Falls Far Below
Growth	TVAAS Level 1 Composite	Falls Far Below
Chronic Absenteeism	1.5% chronically absent	Exceeds Standard
English Language Proficiency Assessment	35% met growth standard	Falls Far Below
<b>COMPARATIVE PERFORMANCE</b>		
School Comparative Performance to Metro Nashville Public Schools in ELA	MNPS 16% scored on-track/mastered	Meets Standard
School Comparative Performance to Metro Nashville Public Schools in Math	MNPS 11.5% scored on-track/mastered	Meets Standard
School Comparative Performance to Metro Nashville Public Schools in Science	MNPS 20.6% scored on-track/mastered	Meets Standard
School Comparative Performance to Metro Nashville Public Schools in Social Studies	MNPS 18.9% scored on-track/mastered	Does Not Meet Standard
<b>SCHOOL CULTURE</b>		
Out of School Suspension Rate <sup>6</sup>	N/A	N/A
Student Attrition Rate	12%	Exceeds Standard
Teacher Retention Rate	94%	Exceeds Standard

**II. Financial Performance**
**MEETS STANDARD**

This section provides an overview of the school's performance in the 2020-21 school year and recent historical trends based on financial measures the school is accountable for achieving, as established by applicable federal and state law and the charter agreement. These measures provide information about the school's financial health and sustainability.

INDICATORS AND MEASURES	RATING
<b>NEAR TERM FINANCIAL HEALTH</b>	
Current Ratio	Meets Standard

<sup>6</sup> Discipline data from the 2020-2021 school year is not comparable to the same data in other years due to varying instruction models in response to the pandemic.



Unrestricted Days Cash	Meets Standard
Enrollment Variance	Meets Standard
Debt Default	Meets Standard
FINANCIAL SUSTAINABILITY	
Total Margin	Meets Standard
Debt to Asset Ratio	Meets Standard
Cash Flow	Does Not Meet Standard <sup>7</sup>
Debt Service Coverage Ratio	Meets Standard

### III. Organizational Performance

MEETS STANDARD

Charter schools are required to meet certain regulatory requirements and responsibilities as established by applicable state and federal law and their charter agreements. This section reports the school's overall performance in the 2020-21 school year based on fulfilling legal requirements and fiduciary/public stewardship responsibilities, and other measures relevant to organizational health and performance.

INDICATORS AND MEASURES	RATING
EDUCATION PROGRAM COMPLIANCE	
Charter Terms	Meets Standard
Compliance with Education Requirements	Meets Standard
Students with Disabilities Rights	Meets Standard
English Language Learner Rights	Meets Standard
FINANCIAL MANAGEMENT AND OVERSIGHT	
Financial Reporting and Compliance Reporting	Meets Standard
Generally Accepted Accounting Principles	Meets Standard
GOVERNANCE AND REPORTING	
Governance Requirements	Meets Standard
Accountability of Management	N/A
Reporting Requirements	Meets Standard
STUDENT AND EMPLOYEE RIGHTS AND REQUIREMENTS	
Rights of Students	Meets Standard
Attendance	Meets Standard
Credentialing	Meets Standard
Employment Rights	Meets Standard
Background Checks	Meets Standard
SCHOOL ENVIRONMENT	
Facilities and Transportation	Meets Standard
Health and Safety	Meets Standard
Information Handling	Meets Standard
ADDITIONAL OBLIGATIONS	

<sup>7</sup> While the KIPP network is in a healthy cash position, the network had significant expenses related to a capital improvement project in SY20-21 which impacted the rating.



All Other Obligations	Meets Standard
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