

BEFORE THE TENNESSEE STATE BOARD OF EDUCATION

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FINDINGS AND RECOMMENDATION REPORT OF THE EXECUTIVE DIRECTOR

³ T.C.A. § 49-13-108.

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 Aspire Coleman Middle 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. The Sponsor, Aspire Public Schools (Sponsor), submitted its initial application for Aspire Coleman Middle to SCS on April 2, 2018.
2. SCS assembled a review committee to review and score the Aspire Coleman Middle application. The review committee recommended denial of the Aspire Coleman Middle initial application.
3. On May 10, 2018, a SCS panel, which included external expert reviewers, held a capacity interview with the Sponsor.
4. On June 26, 2018, the SCS Board of Education voted to deny the Aspire Coleman Middle initial application based upon the review committee's recommendation.
5. The Sponsor amended and resubmitted its application for Aspire Coleman Middle to SCS on July 27, 2018.
6. SCS's review committee reviewed and scored the Aspire Coleman Middle amended application and again recommended denial.
7. On August 21, 2018, based on the review committee's recommendation, the SCS Board of Education voted to deny the Aspire Coleman Middle amended application.
8. The Sponsor appealed the denial of the Aspire Coleman Middle amended application in writing to the State Board on August 31, 2018, including submission of all required documents per State Board policy 2.500.
9. 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).
10. The State Board's Review Committee analyzed and scored the Aspire Coleman Middle amended application using the Tennessee Department of Education's charter application scoring rubric.
11. On September 24, 2018, 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

⁴ T.C.A. § 49-13-108.

from the Sponsor and SCS and took public comment regarding the Aspire Coleman Middle application.

12. The State Board's Review Committee conducted a capacity interview with the proposed governing board of Aspire Coleman Middle and key members of the leadership team on October 1, 2018, in Nashville.
13. After the capacity interview, the Review Committee determined a final consensus rating of the Aspire Coleman Middle School 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 Aspire Coleman Middle initial and amended applications consisted of the following individuals:

Name	Title
Kristin Tallent	Communications, Shelby County Schools (initial)
Sonya Porter	Curriculum and Instruction, PD, Shelby County Schools (initial)
Anthony Oliver	National Association of Charter School Authorizers (initial)
Dorothea Payton	Finance, Shelby County Schools (initial)
Erin Winn	Office of Charter Schools, Shelby County Schools (initial)
Dr. Pam McKinley	Exceptional Children and Health Services, Shelby County Schools (initial and amended)
Sarah Glaser	Human Resources, Shelby County Schools (initial and amended)
Michelle Stuart	Operations, Shelby County Schools (initial and amended)
Stefani Everson	Communications, Shelby County Schools (amended)
Gwendolyn Williams	Shelby County Schools (amended)
Joshua Perkins	Office of Charter Schools, Shelby County Schools (amended)

The Aspire Coleman Middle initial application received the following ratings from the SCS review committee:

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

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	PARTIALLY MEETS STANDARD
Financial Plan and Capacity	MEETS OR EXCEEDS STANDARD
Portfolio Review/Performance Record	PARTIALLY MEETS 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 Aspire Coleman Middle.

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

Following the denial of the Aspire Coleman Middle 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 Aspire Coleman Middle amended application. This Review Committee consisted of the following individuals:

Name	Title
Brittany Monda Byrd	Executive Director, Memphis College Prep Elementary, Memphis, 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
Tess Stovall	Director of Charter Schools, 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 Aspire Coleman Middle 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 Aspire Coleman Middle amended application was as follows:

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

Sections	Rating
Academic Plan Design and Capacity	PARTIALLY MEETS STANDARD
Operations Plan and Capacity	PARTIALLY MEETS STANDARD
Financial Plan and Capacity	MEETS OR EXCEEDS THE STANDARD
Portfolio Review/Performance Record	PARTIALLY MEETS STANDARD

The Review Committee recommended that the application for Aspire Coleman Middle 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 Review Committee found that the academic plan only partially met the standard because the academic plan did not align with what was shared in the capacity interview, and the plan to serve special populations was underdeveloped. Moreover, the application lacked clear evidence of a strong performance management plan for the Sponsor's portfolio of schools.

Similarly, the operations plan and capacity only partially met the standard because the plan presented by the applicant in the written application did not align with what was shared in the capacity interview, resulting in several areas of misalignment between the applicant's intended plan for the school and what was contained within the written application. Most significantly, the startup plan and the facility plan varied significantly from the written application to the capacity interview.

The Review Committee found the financial plan and capacity section of the application met the standard because the Sponsor demonstrated clear evidence of the capacity and ability to implement the operating budget for the proposed school. The Sponsor demonstrated a strong financial position at both the regional and network level and significant philanthropic support.

Finally, the Review Committee found that the portfolio review and performance record only partially met the standard because of mixed academic results within the Sponsor's current schools including one school remaining on the Priority School List. While the application highlighted some bright spots around student growth, absolute achievement on TN Ready remains low, and the review committee did not find evidence of successful student outcomes in all of the applicant's schools.

In summary, the Review Committee determined that the Sponsor did not provide sufficient evidence in the academic, operational, and financial sections of their 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 Aspire Coleman Middle 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 24, 2018. SCS's presentation at the public hearing focused on the argument that the denial of the Aspire Coleman Middle amended application was in the best interests of 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 that Aspire Coleman Middle's application did not meet the standard for approval because the application lacked a clear description of how the Sponsor intends to measure academic progress, contained a vague corrective action plan, and did not sufficiently address professional development for staff serving special populations. SCS also expressed concerns with the Sponsor's audit report. 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 Sponsors highlighted that their application is not for a new school. They articulated that the school is already in operation as a part of Aspire Coleman Elementary, and the Sponsor's goal with this application is to separate grades 6-8 into a new charter agreement, while remaining in the current facility. The Sponsor highlighted that they have been successful in moving two of their three existing Achievement School District (ASD) schools off of the Priority School List, and that each of their ASD schools has achieved a Level 5 TVAAS at least once in the past two years. The Sponsor also highlighted the performance of its newest SCS elementary school, Aspire East Academy. The applicant noted that, while it does not have TN Ready data yet, students at Aspire East Academy are showing great progress on the NWEA MAP assessment with more than 70% of students scoring at or above the 50th percentile in reading. Finally, the Sponsor touted the strength of its national organization, as well as a strong stable of leaders and teachers that would move over to the proposed school.

A portion of the public hearing was dedicated to taking public comment. A total of seven people made verbal comments in support of Aspire Coleman Middle at the hearing, including the proposed school leader and current principal at Aspire Coleman Elementary, a teacher, parents, and current students.

- **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

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.

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 Aspire Coleman Middle 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 leadership team with a passion for students and dedication to the communities they currently serve. However, I am concerned that the vast misalignment between the plans presented in the charter application and what was presented at the public hearing creates too much uncertainty regarding the actual plan to be implemented should the proposed school be approved, especially since the charter application forms the basis of the charter agreement.

Additionally, while I recognize the unique and challenging situation that the Sponsor finds itself in with regard to the middle school grades at Aspire Coleman Elementary, the charter application and scoring rubric are clear that, to merit approval of an additional school, applicants must present clear and

⁸ T.C.A. § 49-13-108.

compelling evidence that its current schools are high performing and successful as measured by state standards. While the Sponsor is right to celebrate the bright spots of growth of its students, I cannot conclude that the Sponsor has established clear, compelling evidence of success meeting state standards given the lack of sustained growth across all schools, low absolute achievement scores on TN Ready assessments, and the presence of one of the Sponsor's schools on the 2018 Priority School List. This is bolstered by the 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 great uncertainty regarding the plan to be implemented for the proposed school, as well as concerns regarding past performance, I cannot recommend that the State Board approve the Sponsor's application for an additional school 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 Aspire Coleman 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 Aspire Coleman 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 TN Ready 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: Aspire Coleman Middle School

Sponsor: Aspire Public Schools

Proposed Location of School: Shelby County Schools

Evaluation Team:

Mark Modrcin
Brittany Monda
Whitney O'Connell
Stephanie Rizas
Angela Sanders
Tess Stovall
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: Aspire Coleman Middle School

Sponsor: Aspire Public Schools

Proposed Location of School: Shelby County Schools

Mission:¹ The mission of Aspire Coleman Middle School is to provide educational opportunities and experiences through rigorous academic preparation, character advancement, and fostering a sense of community that ensures college for certain for all students.

Number of Schools Currently in Operation by Sponsor:

Memphis: Four (4)—Aspire East Academy, Aspire Coleman School, Aspire Hanley Elementary School, and Aspire Middle School

Outside of Tennessee: Thirty-six (36) schools in California

Proposed Enrollment:²

Grade Level	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	At Capacity (2024)
6	90	120	120	120	120	120
7	50	90	120	120	120	120
8	50	50	90	120	120	120
Total	190	260	330	360	360	360

Brief Description of the Application:

Aspire Public Schools (Aspire) proposes to open a middle school in Memphis, Tennessee and serve students in 6th through 8th grades. The school, Aspire Coleman Middle School, is a new-start school to serve as a feeder from Aspire Coleman Elementary. The school proposes to locate in the Raleigh neighborhood of Memphis.³ The school will employ a College for Certain® culture to prepare students to succeed in college.⁴

The proposed school will be organized under the existing non-profit entity of Aspire, and the Board of Directors will govern the school. Aspire projects the school will have \$600,000 in revenue and \$460,000 in expenses in Year 0, resulting in a positive ending balance of \$140,000. Aspire projects the school will have \$2,873,000 in revenue and \$2,723,223 in expenses in year 1, resulting in a positive ending fund balance of \$289,777. By year 5, the school projects to have \$3,963,918 in revenue and \$3,953,600 in expenses, resulting in a positive ending fund balance of 33,728.⁵ The school anticipates that 74% of the

¹ Aspire Coleman Middle School Amended Application, Page 6.

² Ibid., pg. 9.

³ Ibid., pp. 6-7.

⁴ Ibid., pg. 9

⁵ Ibid., Attachment O-Planning and Budget Worksheet.



student population will qualify as economically disadvantaged, 10% of the student population will be students with disabilities, and 5% of the student population will be English Learners.⁶

⁶ Ibid., pg. 9.

Summary of the Evaluation

The review committee recommends that the application for Aspire Coleman Middle School be denied because the applicant failed to provide sufficient evidence in the academic, operational, and past performance/portfolio review sections that the application met the required criteria of the rubric. The academic plan presented in the application did not align with what was shared in the capacity interview by the applicant and the plan to serve special populations was underdeveloped. Moreover, the applicant lacked clear evidence of a strong performance management plan for the applicant's portfolio of schools.

The operations plan presented by the applicant in the written application did not align with what was shared in the capacity interview and resulted in several areas of misalignment between the applicant's intended plan for the school and what was contained within the written application. Most significantly, the start-up plan and the facility plan varied significantly from the written application to the capacity interview.

The financial plan presented by the applicant was strong and demonstrated clear evidence of the capacity and ability to implement the operating budget for the school. The applicant demonstrated a strong financial position at both the regional and network level and significant philanthropic support.

The portfolio review and performance record provided evidence of mixed academic results within the applicant's current schools, including one school remaining on the Priority School List. While the applicant's schools have some bright spots around student growth, absolute achievement on TNReady remains low, and the review committee did not find evidence of successful student outcomes in all of the applicant's schools.

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,"⁷ 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 rating 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
Portfolio Review and Performance Record	Partially Meets Standard

⁷ 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 the academic plan presented in the application does not align with what was described in the capacity interview regarding what the applicant intends to implement, the plan to serve special populations lacked crucial details, and the performance management plan for the applicant's portfolio was underdeveloped.

The applicant's academic plan in the written application described a new school that would serve the neighborhood surrounding Aspire Coleman Elementary as well as be open to other students in the Raleigh neighborhood. In multiple places within the academic plan, the application references the new school that will be created, how the applicant will build community and parent engagement once a location for the school has been identified, and how the applicant will recruit students to the new school. The application references some parent engagement methods to build new parent support such as parent information sessions, door to door recruiting, and open houses, and the application speaks to building future community support with local organizations. In totality, the written application speaks to plans for a new start, non-existing school.

However, in the capacity interview, the applicant was very clear that this school is already in existence as a subset of Aspire Coleman Elementary, and the applicant's intention with the application is to separate grades 6-8 from Aspire Coleman Elementary into a separate charter agreement. Although the applicant was very reflective in the interview regarding the need to create a separate charter agreement for the middle school grades,⁸ the review committee did not find clear evidence of this intention within the written charter application, which would form the basis of the charter agreement. There was no evidence provided in the application of how the student recruitment practices would or would not change, given the applicant's statement at the interview that their intention is to retain all current students, and it is unclear how current students would be recruited to apply. There was no evidence provided in the application of how the community is currently involved in the existing charter school or how the community involvement would or would not change under a separate charter agreement. While the review committee recognizes the situation that the applicant is in with regard to the need to establish a separate charter agreement for the middle school grades, the misalignment between the written application and the capacity interview did not provide evidence of the actual plan that the applicant intends to implement for the school. The difference between opening a new school or continuing the operations of an existing school under a new charter agreement has numerous cascading effects on the

⁸ In the capacity interview, the applicant stated the intention of the application is to create a separate charter agreement for grades 6th-8th currently at Aspire Coleman Elementary. Coleman Elementary has been serving grades Kindergarten to 8th for several years under the Achievement School District (ASD). The need to separate grades 6th-8th from the elementary school results from a Tennessee Attorney General Opinion which opined that operators such as Aspire were not permitted to operate grades beyond the grades served at the school when originally taken over by the ASD. In this case, Coleman Elementary served grades Kindergarten through 5th prior to being converted to a charter school under the ASD, although the ASD authorized Aspire to serve up to grade 8 in the original charter agreement. As a result of this opinion, the applicant stated it is currently operating grades 6th-8th at Coleman Elementary pursuant to a year-to-year agreement between the State and Shelby County Schools. Therefore, the applicant stated its intent is to seek a permanent solution through Shelby County Schools for the authorization of a separate charter agreement for the 6th through 8th grades.

proposed academic plan, and the review committee was not able to fully assess whether the applicant could implement with fidelity the plan described in the capacity interview, as it was vastly different than what was contained in the application.

Regarding the plans to serve special populations, the review committee determined that the applicant did not provide a clear plan for the provision of required services or staffing, specifically for English Learners (ELs). The application speaks to providing the required service hours to ELs through co-teaching, small group instruction, or adaptive, standards aligned software. When asked in the capacity interview to explain how the applicant uses WIDA ACCESS scores to determine which students receive which type of service model, the applicant provided a vague response that lacked specific information regarding the placement of students. Additionally, the applicant did not provide a detailed answer about how teachers are trained on WIDA standards or how to support EL students in general education classrooms. Moreover, the staffing plan for supporting EL students in the middle school is unclear as the written application refers to one EL teacher providing services; however, in the capacity interview, the applicant stated that the middle school would share EL staff with the elementary school. In totality, the review committee did not find evidence of a comprehensive and viable plan to serve all students within the school.

Finally, the review committee did not find evidence of a strong performance management plan for the portfolio and clear academic goals for the Memphis region. In the application, the applicant stated that the key factors for the network in determining replication include financial sustainability, school leadership, facilities, enrollment trends, and improving student outcomes. In the capacity interview, the applicant did not provide the specific academic outcomes that the network tracks or the academic goals the network looks to achieve prior to greenlighting expansion. While the review committee recognizes the unique space that the applicant is in with regard to the proposed middle school, the review committee did not find evidence of a clear and compelling explanation of how the organization will measure the region's academic progress.

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 outlined a clear mission and vision of the proposed school, and the academic plan was clearly aligned to this mission and vision. The applicant's social-emotional learning curriculum aligns with the school's mission and vision as well as the discipline plan, and the applicant provided very thoughtful reflections on the implementation of the curriculum and how the applicant has adjusted to challenges. The applicant provided strong evidence of a deep understanding of the enrollment trends in the Raleigh neighborhood and how it will track enrollment to ensure the school meets its enrollment projections.

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 the misalignment between the application and the intended plan for startup and facilities and misalignment in the personnel projections for the school. The operations plan describes plans for starting a new school, however, in the capacity interview the applicant articulated its intentions are to continue operations of the existing middle school under a new charter agreement. This misalignment between the application and what was presented in the interview has cascading effects within the operations sections and resulted in significant outstanding questions for the review committee.

The applicant's startup plan and facility plan contained within the written application lack significant detail and do not reference an existing school, an existing student population, existing facility, or an existing teacher population. As such, the startup plan presented in the application does not align with the applicant's actual intention of continuing operations of the existing middle school grades, as described in the capacity interview. For example, the startup plan speaks to the recruitment of all staff by July 2019, but in the capacity interview, the applicant stated that the intention of the school was to continue operations with all existing 6th-8th grade staff resulting in a minimal need to recruit staff. There was not a clear explanation of how the startup plan presented in the application would be adjusted to accommodate the actual intentions of the applicant. Additionally, the startup plan for the instructional program references the adoption of a 6th-8th grade curriculum and a summer training for all new teachers without any reference to the current operations of the 6th-8th grades and how this would or would not impact the start-up plan.

The facility plan in the application details the applicant's plan to secure a new facility for the middle school and provides a contingency plan of putting modular units on existing property. However, in the capacity interview, the applicant stated that the primary option for the school is to remain in its current facility, if allowed by the Achievement School District and Shelby County. This plan is not referenced in the application, and this facility option would significantly change the implementation of many aspects of the application. Although the review committee understands the unique situation that the applicant is in with regard to its current middle school grades, the startup plan and facility plan presented in the application and what was discussed in the capacity interview vary significantly. Ultimately, the review committee did not find evidence of a comprehensive and viable startup and facility plan for the school which aligned to what was presented in the written application.

As noted in the startup plan, the applicant's recruitment and staffing plan described in the application details the applicant's intention to recruit seven new core content teachers, two special education teachers, and two elective teachers in Year 1 to support the new school. The application describes the network's recruitment strategies and how it will ensure the teachers recruited are highly effective. However, in the capacity interview, the applicant offered different information regarding the staffing plan. The applicant stated that it planned to continue operations with the existing 6th-8th grade staff, and many of the special population's staff would split their time between the middle school and elementary school. The review committee asked for clarification from the applicant regarding the reference in the application to only three experienced teachers moving to the new school. The applicant stated that this piece of the application is the standard model for applications, and it does not reflect the

current structure of the school or the intended plan for the school. In totality, the review committee did not find evidence of staffing projections and recruitment plans that aligned with the educational program and were conducive to the school's success because of the significant misalignment between what was presented in the application and what was discussed in the capacity interview.

Strengths Identified by the Committee:

While the Operations 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's proposed school leadership is experienced and brings a deep understanding of the proposed academic and operational plans to the school. The applicant explained how it plans to continue building parent and community engagement with the existing governing board through the creation of a regional parent advisory council. The applicant demonstrated clear evidence of a strong network leadership team, particularly in operations, and the operational information shared in the interview, while not aligned to the written application, demonstrated the clear leadership capacity of the network.

Analysis of the Financial Plan and Capacity

Rating: Meets or Exceeds Standard

Strengths Identified by the Committee:

The Financial Plan and Capacity meets the standard because the Aspire network has significant experience implementing school budgets, the budget includes reasonable projections for revenue and expenditure assumptions, and the network is in a strong financial position with a clear track record of philanthropic support.

The budget narrative presented in the application described clear evidence of the individual and collective qualifications to implement the financial plan successfully. The network level positions overseeing the financial plan are filled by individuals with deep experience in financial management and analysis. The contingency plans presented in the budget narrative demonstrated evidence of a clear understanding of per-pupil funding within the state and gave the review committee confidence that the school would navigate through any shortfalls in revenue. Moreover, the applicant stated that the regional network maintains a high-need special education funding pool that it is able to deploy if a student with high needs enrolls in a school. This contingency plan provided clear and compelling evidence to the review committee of the applicant's thoughtfulness and experience in financial planning and implementation.

The revenue and expenditures assumptions within the budget are complete and realistic, and these assumptions demonstrate the network's deep understanding of revenue and enrollment trends within Tennessee. The budget included all likely costs including staff, technology, and transportation, and the revenue projections were reasonable. The applicant provided evidence of a strong network financial position as the national network has approximately \$40 million dollars in unrestricted cash and the regional Tennessee network has \$2.7 million dollars in unrestricted cash. Moreover, the applicant stated that the network has local philanthropic support, \$1.1 million dollars per new school, which would support the startup and operational costs of expansion.

In totality, the review committee found clear evidence of a strong financial position for both the school and the network, thorough contingency plans, and a deep understanding of school-level budget projections.

Analysis of the Portfolio Review and Performance Record

Rating: Partially Meets Standard

Weaknesses Identified by the Committee:

The Portfolio Review and Performance Record partially meets the standard because the applicant lacked clear and compelling evidence of successful student outcomes for each school in the network and evidence that the operator's current schools are high performing and meeting state and national standards.

The applicant currently operates four schools within Tennessee: a new start school authorized by Shelby County and three transformation schools authorized by the Achievement School District. Aspire East Academy, the school authorized by Shelby County, is identified by the applicant as the highest performing school in the network. While the school does not have any TNReady data yet because of the grade levels it currently serves, the school has demonstrated clear growth on the NWEA MAP assessment with 74% of students and 65% of students at or above the 50th percentile on reading and math, respectively. However, the three schools authorized by the Achievement School District lack compelling evidence that the students are meeting national standards as measured by the MAP assessment. Although, the three schools have shown more growth in reading on the MAP assessment than math, all three schools have less than 30% of students scoring at or above the 50th percentile on the MAP assessment in reading. Moreover, these schools have lower performance in math on the MAP assessment including less than 10% of students at Aspire Middle School at or above the 50th percentile on the MAP assessment in math. Although the review committee understands the unique nature of the transformation work of the network's Achievement School District-operated schools, the review committee did not find clear evidence that the operator's schools were meeting national standards based on the MAP assessment data.

The applicant's portfolio performance on state assessments is similarly mixed. While the applicant has moved two of its three Achievement School District operated-schools off the Priority School List, one school, Aspire Middle School, remains on the list. Although Aspire Middle School received a TVAAS 5 in school year 2017-18, absolute achievement as measured by TNReady remains very low. The applicant also provided evidence that this school's performance did not meet the expectations of the Achievement School District's performance framework in the 2016-17 school year. In the capacity interview, although the applicant was very reflective of changes that it implemented at Aspire Middle School in the 2017-18 school year, the review committee did not find compelling evidence of sustained student outcomes for this school.

Moreover, while the applicant's two other Achievement School District schools, Aspire Coleman and Aspire Hanley Elementary, have moved off the Priority School List, the schools have seen mixed academic achievement in the last two years. Aspire Hanley Elementary dropped from a TVAAS Level 5 in the 2016-17 school year to a TVAAS Level 2 in the 2017-18 school year, and the rate of on-track or mastered on TNReady also dropped across reading, math, and science. Aspire Coleman demonstrated strong TVAAS growth in 2016-17 and 2017-18 and relatively consistent year-to-year proficiency rates on TN Ready.

Although the review committee found evidence of bright spots within the network's performance in Tennessee, the rubric clearly requires a network to demonstrate "clear, compelling evidence of successful student outcomes for each school in the network," and "evidence that the schools are high performing and successful by meeting state standards and national standards." Given the mixed academic



performance for the network's schools in Memphis, the review committee did not find clear and convincing evidence that the network is high performing in Tennessee and that the performance warrants expansion of the network at this time.

Strengths Identified by the Committee:

While the Portfolio Review and Performance Record partially meets the standard because of the weaknesses described above, the review committee did find evidence of strengths within the section. In the written application and the capacity interview, the applicant was very thoughtful and reflective of the challenges the network has faced in operating the transformation schools and how they have adjusted their implementation when faced with challenges. The early academic data from Aspire East Academy and some of the demonstrated growth occurring at the network's other schools is promising for future academic achievement.



Evaluation Team

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.

Tess Stovall serves as the Director of Charter Schools for the Tennessee State Board of Education. In this role, she manages the charter school application process and authorization duties of the State Board, and she was a member of the 2015 National Association of Charter School Authorizer's Leaders Program. Prior to joining the staff of the board, she served as the Transformation Facilitator at Cameron Middle School, the first district-led conversion of a traditional public school to a charter school in Metropolitan Nashville Public Schools. While in Washington, DC, Tess worked for Congressman Jim Cooper (TN-05) and a centrist think tank, Third Way, on economic and education policy. She is a Phi Beta Kappa graduate of The George Washington University earning a Bachelor of Arts Degree in Political Science and Sociology and a graduate of the London School of Economics with a Master of Science Degree in Political Sociology.

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



Aspire Coleman Middle School

Amended Review Committee Recommendation: **Deny**

Proposed School Name	Proposed School Focus	Proposed Region/Location
Aspire Coleman Middle School	College Prep Middle School	Raleigh

School Mission

“The mission of Aspire Coleman Middle School is to provide educational opportunities and experiences through rigorous academic preparation, character advancement and fostering a sense of community that ensures college for certain for all students.”

School Plan Summary

The school will offer a rigorous, balanced educational program that is grounded in the standards and social emotional learning competencies. Time throughout the school day and week reflects the prioritization of advisory, personalization and professional development for teachers. Every day students have time to work on individual goals and grade level content as well as collaborating with peers and teachers to further develop his or her social emotional self. Teachers have daily release time to engage in intellectual prep and weekly professional development. There are also development opportunities for teachers through teacher leadership roles. Parents are considered partners at Aspire. Through the Advisory School Council and parent committees, parents and guardians have the mechanisms to drive initiatives that address the needs of the students.

Leadership and Governance

Full Name	Current Job Title and Employer	Position with Proposed School
Queria Nunnley	18-19 principal, Aspire Coleman	Principal
Arion Clanton	Teacher, Aspire Coleman	TBD
Allison Leslie	Area Superintendent	Area Superintendent

Proposed Grade Structure and 5-year Enrollment Projections

Academic Year	Planned # of Students	Grades Served
2019-2020	190	6-8
2020-2021	260	6-8
2021-2022	330	6-8
2022-2023	360	6-8
2023-2024	360	6-8
2024 (capacity)	360	6-8

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
Academic Plan Design and Capacity <input type="checkbox"/> Meets or Exceeds <input checked="" type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet		<p>The academic plan included in section 1.3 that this section refers to lacks detailed expected outcomes for academic performance goals. Though mission metrics were added, they are very high-level and not clear regarding different subjects and grade levels.</p> <p>The application lacked a clear and compelling description of how the organization will measure its academic progress, for example, the baseline for where they plan to grow by 10% each year for performance goals for the school.</p> <p>The corrective action plan is general and doesn't specifically speak to the action plan if one school, student cohort, or entire network of schools falls below state and/or district academic achievement expectations.</p>
Operations Plan and Capacity <input type="checkbox"/> Meets or Exceeds <input checked="" type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	<p>The applicant added a salary schedule for teachers.</p>	<p>Professional development related to serving special populations wasn't addressed in the amended application.</p> <p>There were still concerns with the organization's audit report.</p>
Financial Plan and Capacity <input checked="" type="checkbox"/> Meets or Exceeds <input type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	<p>The applicant added additional details for their contingency plan that meet the standard and included a \$250,000 budget for tenant improvements.</p>	
Portfolio Review/Performance Record <input type="checkbox"/> Meets or Exceeds <input checked="" type="checkbox"/> Partially Meets <input type="checkbox"/> Does Not Meet	<p>The applicant group provides evidence of their student achievement scores for all of the schools that they are currently operating. They have two schools who have obtained a TVAAS score of 5.</p>	<p>In comprehensively reviewing Aspire's performance across its network, 2 of its 3 schools are performing below a '3' on our school performance framework for the 2016-2017 school year with its middle school posting the lowest score (1.6 overall with school-wide composite and numeracy scores of '1' respectively). Though the network is clearly improving, we do not believe it has demonstrated strong performance consistently and over a sufficient period of time and are concerned by the sub-standard performance at its Middle School in particular in light of this application's focus on middle school. Moreover, Aspire did not include a comprehensive plan on how it is improving performance across its network. Because we believe that each additional school within a network requires focused management, we do not believe Aspire is ready to add additional schools at this time.</p> <p>Amended Application Additional Feedback: The applicant did not add any additional language to Attachment R to speak to how they are planning to improve performance across their network. In addition to the comments from the initial application, the applicant scored below that of the District average in ELA, Math and Science in 2016-17.</p>

Exhibit C

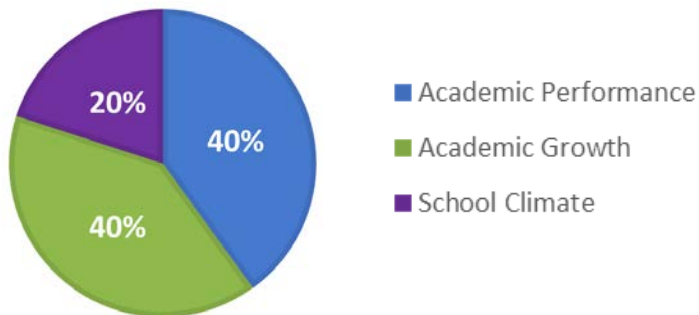


Aspire Public Schools Historic Academic Performance

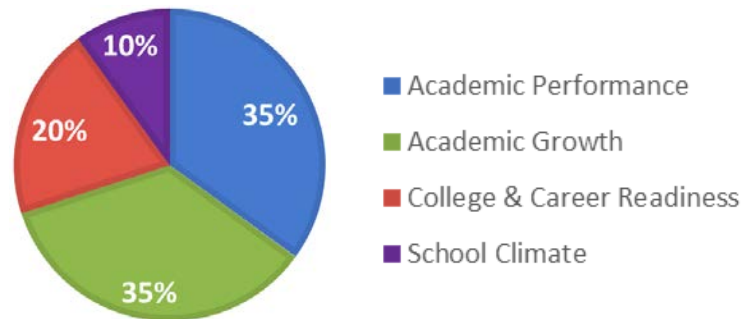
SCHOOL PERFORMANCE FRAMEWORK



K-8 School Performance Framework



Secondary 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%

SCHOOL PERFORMANCE FRAMEWORK

Secondary Schools Rubric



SPF - Working Rubric for 1617 School-Year												
SPF	Category	Measure	1		2		3		4		5	
			Range		Range		Range		Range		Range	
K12	Achievement	ELA On Track Plus Mastered Rate	0.0%	5.7%	5.8%	10.7%	10.8%	15.5%	15.6%	21.6%	21.7%	100.0%
K12	Achievement	Math On Track Plus Mastered Rate	0.0%	0.6%	0.7%	3.2%	3.3%	3.9%	4.0%	10.2%	10.3%	100.0%
K12	Achievement	Science Proficiency Plus Advanced Rate	0.0%	15.3%	15.4%	20.5%	20.6%	26.3%	26.4%	41.8%	41.9%	100.0%
K12	Achievement	Social Studies On Track Plus Mastered Rate	0.0%	1.9%	2.0%	5.3%	5.4%	12.2%	12.3%	20.0%	20.1%	100.0%
K12	Growth	TVAAS Composite	1	1	2	2	3	3	4	4	5	5
K12	Growth	TVAAS Literacy	1	1	2	2	3	3	4	4	5	5
K12	Growth	TVAAS Numeracy	1	1	2	2	3	3	4	4	5	5
K12	Growth	TVAAS Science	1	1	2	2	3	3	4	4	5	5
K12	Growth	TVAAS Social Studies	1	1	2	2	3	3	4	4	5	5
K12	Growth	ELA Reduction in Below Rate	99.0	2.7	2.6	-1.6	-1.7	-5.8	-5.9	-12.0	-12.1	-99.0
K12	Growth	Math Reduction in Below Rate	99.0	2.7	2.6	-1.6	-1.7	-5.8	-5.9	-12.0	-12.1	-99.0
K12	Growth	Science Reduction in Below Basic Rate	99.0	2.7	2.6	-1.6	-1.7	-5.8	-5.9	-12.0	-12.1	-99.0
K12	Growth	Social Studies Reduction in Below Rate	99.0	2.7	2.6	-1.6	-1.7	-5.8	-5.9	-12.0	-12.1	-99.0
K12	C&C	Graduation Rate (Lag Year)	0.0%	67.9%	68.0%	76.1%	76.2%	85.9%	86.0%	95.1%	95.2%	100.0%
K12	C&C	Graduation Rate Improvement (Lag Year)	-100.0	-2.7	-2.6	0.5	0.6	3.9	4.0	7.6	7.7	100.0
K12	C&C	ACT Composite Score (Lag Year)	0.0	14.6	14.7	15.7	15.8	17.1	17.2	18.6	18.7	36.0
K12	C&C	Post Secondary Enrollment (Lag Year)	0%	41%	42%	49%	50%	66%	67%	74%	75%	100%
K12	Climate	Attendance	0.0%	88.3%	88.4%	91.6%	91.7%	93.7%	93.8%	96.2%	96.3%	100.0%
K12	Climate	Suspension Rate	NA	65.6%	65.5%	39.9%	39.8%	28.7%	28.6%	18.3%	18.2%	0.0%
K12	Climate	Expulsion Rate	NA	2.67%	2.66%	1.79%	1.78%	1.02%	1.01%	0.16%	0.15%	0.00%

Graduation Rate Improvement Level will recode into a Level 5 if a 95.0% graduation rate is met

ASPIRE PUBLIC SCHOOLS 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)			
	Aspire Coleman (ASD) PK-7	Aspire Hanley (ASD) Elementary	Aspire Hanley (ASD) Middle
Overall Level	3.17	2.90	1.60
Achievement Level	1.67	2.00	1.00
Growth Level	4.75	4.25	2.50
Climate Level	3.00	2.00	1.00
Composite TVAAS			
2014	Not an ASD school	1	1
2015	1	5	5
2016	n/a	n/a	n/a
2017	5	5	1
2018	4	2	5

ASPIRE PUBLIC SCHOOLS HISTORICAL PERFORMANCE (SPF 2-year average)

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

	Aspire Coleman (ASD) PK-7	Aspire Hanley (ASD) Elementary	Aspire Hanley (ASD) Middle
2018 Composite TVAAS	4	2	5
Overall 2016-2018 SPF*	2.67 ↓	2.17 ↓	1.84 ↑
2016-18 Achievement SPF Level*	1.67	1.33	1.00
2016-18 Growth SPF Level*	3.50	3.10	3.10
2016-18 Climate SPF Level*	3.00	2.00	1.00

*Percent of students On Track Plus Mastered was suppressed in the state data file for Aspire Hanley Elementary in ELA and for both Math and ELA for Aspire Hanley Middle. 5% was assumed for those cases as the reason for suppression in the state data file is that 5% or fewer students were in the category or close to 100% of students were in the category. No achievement rates were available for Social Studies and therefore were not included in the Achievement category. Below Rates were not available 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

Aspire Hanley Middle School*

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	8.50%	**	8.30%
TVAAS Composite	Level 5	Level 1	Level 3
Overall TVAAS Composite	Level 1		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	**	**	30.60%
TVAAS Composite	Level 4	Level 5	Level 5
Overall TVAAS Composite	Level 5		

** - Data suppressed by Tennessee Department of Education

* - School appears on the 2018 Priority School List

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)	Does Not Meet	Falls Far Below
School comparative performance to resident district (Shelby County) in Math (% On Track/Mastered)	Falls Far Below	Falls Far Below
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Falls Far Below	Does Not Meet

Aspire Hanley Elementary School

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	5.9%	15.6%	34.1%
TVAAS Composite	Level 3	Level 4	Level 5
Overall TVAAS Composite	Level 5		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	**	10.9%	14.9%
TVAAS Composite	Level 2	Level 2	Level 4
Overall TVAAS Composite	Level 2		

** - 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	Exceeds Standard	Does Not Meet
2. Comparative Performance		
School comparative performance to resident district (Shelby County) in ELA (% On Track/Mastered)	Does Not Meet	Falls Far Below
School comparative performance to resident district (Shelby County) in Math (% On Track/Mastered)	Does Not Meet	Falls Far Below
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Does Not Meet	Falls Far Below

Aspire Coleman Elementary School*

TN Ready	2016-17		
	ELA	Math	Science
% on track or mastered	10.5%	10.6%	13.7%
TVAAS Composite	Level 5	Level 5	Level 4
Overall TVAAS Composite	Level 5		

TN Ready	2017-18		
	ELA	Math	Science
% on track or mastered	11.2%	9.6%	21.1%
TVAAS Composite	Level 3	Level 3	Level 5
Overall TVAAS Composite	Level 4		

*- Currently serves grades K-8

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	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	Falls Far Below
School comparative performance to resident district (Shelby County) in Science (% On Track/Mastered)	Falls Far Below	Falls Far Below