



Office of Charter Schools

Additional Information for Charter School Applicants

New Charter Schools and Replication Applications
(including existing operators)

For schools applying on April 1, 2016 for the
2017-18 school year

Shelby County Schools, as part of the charter school application review process, requires each charter school application to contain the information outlined in this document. We believe that students throughout Shelby County have the ability to reach high expectations and are only interested in authorizing charter schools that we believe can reach the top quartile of performance in the state. Please include all of the information in each hard copy and as part of your electronic copy of the charter school application. Label each section as numbered below.

1. District Reading Rate and Rank

According to the data released by the State Department of Education and outlined in the table below, Shelby County Schools’ most urgent area of need relates to reading language arts at all tested grade levels. Based on the grade structure of the proposed charter school, describe how your education plan will assist the district in improving the proficiency rate and percentile rank in the area of reading language arts. If the proposed school is a high school, list and explain your strategies for raising the ACT composite score of your students to a 21.

If your organization currently operates charter schools, submit the proficiency rate and percentile rank for each area listed below that is applicable to your current grade structure. Also, describe the plan used to reach success in each area. If one or more of your currently operating schools is a high school, list the ACT Composite for the last five (5) years and explain your strategies for raising the ACT composite score of your students to a 21 (if the current score does not exceed 21). List your graduation rate for the last five (5) years and explain your strategies for increasing it to a minimum of 75% (if the current rate is less than 75%). If the currently operating school or schools does not yet offer the grade levels listed below submit the information pertaining to new charter schools listed above.

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

*Immediate Areas of Need

2. Percentile Rank, Success Rate and TVAAS

List your expected percentile rank for each of the first five years of operation and include clear specific quantitative goals outlining how your school will improve their percentile ranking from year to year. Include the same for the success rate for the first five years. Also, include a description of how you will attain and maintain a level 4 or 5 TVAAS.

If your organization currently operates charter schools list the percentile rank, success rate and TVAAS score for the last three (3) years. Explain your strategy for improving your percentile rank and success rate from year to year over for the next five years of operation. Explain how you initially attained a level 4 or 5 TVAAS score and how you plan to maintain that score over the next five years. If your current school or schools has not yet received a percentile rank, success rate or TVAAS score please submit the information pertaining to new schools listed above.

3. Operational Scorecard

Detail how the proposed school will satisfy the requirements of each indicator contained in the scorecard.

If your organization currently operates charter schools authorized by Shelby County Schools, please submit your most recent scorecard and account for any indicators that received a score of 1, 2 or did not meet.

Shelby County Schools

Charter Schools - Operational Scorecard

School Name: School Year:		Scoring: Total Points divided by number of applicable indicators (Example: 196 points ÷ 48 = 4.09)			
PERFORMANCE INDICATOR	1	2	3	4	5
Federal Programs	The required reimbursement paperwork was submitted six (6) or more days after each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	The required reimbursement paperwork was submitted between one (1) and five (5) days after each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	The required reimbursement paperwork was submitted on the deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	The required reimbursement paperwork was submitted between one (1) and four (4) days before each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	The required reimbursement paperwork was submitted five (5) days or more before each deadline and correctly completed with appropriate documentation as outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.
	If applicable, the school submitted purchase requests six (6) or more days after each deadline and correctly completed the appropriate documentation as outlined in the	If applicable, the school submitted purchase requests between one (1) and five (5) days after each deadline and correctly completed the appropriate documentation as	If applicable, the school submitted purchase requests on the deadline and correctly completed the appropriate documentation as outlined in the reimbursement	If applicable, the school submitted purchase requests between one (1) and four (4) days before each deadline and correctly completed the appropriate documentation as outlined in the	If applicable, the school submitted purchase requests five (5) days or more before each deadline and correctly completed the appropriate documentation as outlined in the

	reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	outlined in the reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	schedule that is included in the Federal Programs Quick Reference Guide.	reimbursement schedule that is included in the Federal Programs Quick Reference Guide.	reimbursement schedule that is included in the Federal Programs Quick Reference Guide.
Student Information PowerSchool SMS	The school submitted their calendar six (6) or more days after the deadline.	The school submitted their calendar between one (1) and five (5) days after the deadline.	The school submitted their calendar on the deadline.	The school submitted their calendar between one (1) and four (4) days before the deadline.	The school submitted their calendar five (5) days or more before the deadline.
	The school calendar contained five (5) or more errors.	The school calendar contained four (4) or more errors.	The school calendar contained three (3) errors.	The school calendar contained two (2) errors.	The school calendar contained zero to one (1) error.
	The school entered their student enrollment data and all students were fully scheduled on or after the 26 th day of school.	The school entered their student enrollment data and all students were fully scheduled between the 16 th and 25 th day of school.	The school entered their student enrollment data and all students were fully scheduled between the 11 th and 15 th day of school.	The school entered their student enrollment data and all students were fully scheduled between the 6 th and 10 th day of school.	The school entered their student enrollment data and all students were fully scheduled by the 5 th day of school.
	The school entered all required student grades 16 days or later after the end of each of the school's semesters.	The school entered all required student grades 11 to 15 days after the end of each of the school's semesters.	The school entered all required student grades six (6) to ten (10) days after the end of each of the school's semesters.	The school entered all required student grades three (3) to five (5) days of the end of each of the school's semesters.	The school entered all required student grades within two (2) days of the end of each of the school's semesters.
	The school completed the end of the year checkout seven (7) or more days after the deadline.	The school completed the end of the year checkout within six (6) days of the deadline.	The school completed the year end checkout within four (4) days of the deadline.	The school completed the yearend checkout within two (2) days of the deadline.	The school completed the yearend checkout on or before the deadline.
	Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown after July 30 th .	Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown before July 30 th .	Secondary schools reviewed their bell schedule in the Active Calendar and submitted their Student Standard Day to Cheryl Brown after July 3 rd .	Secondary schools reviewed their bell schedule in the Planning Calendar and submitted their Student Standard Day to Cheryl Brown by July 3 rd .	Secondary schools should review their bell schedule in the Planning Calendar and submit their Student Standard Day to Cheryl Brown by June 30 th of each year.

Student Discipline	All required paperwork is submitted to the district on day five (5) or later after the expulsion.	All required paperwork is submitted to the district on day four (4) after the expulsion.	All required paperwork is submitted to the district on day three (3) after the expulsion.	All required paperwork is submitted to the district on day two (2) after the expulsion.	All required paperwork is submitted to the district within twenty-four (24) hours of the long term suspension.
Student Reenrollment	65% or less of eligible students reenroll for the next school year.	66% to 74% of eligible students reenroll for the next school year.	75% of eligible students reenroll for the next school year.	76% to 89% of eligible students reenroll for the next school year.	90% or more of eligible students reenroll for the next school year.
Student Stability	78% or less of students remain enrolled for the entire school year.	79% to 84% of students remain enrolled for the entire school year.	85% of students remain enrolled for the entire school year.	86% to 94% of students remain enrolled for the entire school year.	95% to 100% of students remain enrolled for the entire school year.
Annual Audit	A copy of the audit was received after January 11 th .	A copy of the audit was received between January 1 st and January 10 th .	A copy of the audit was received by December 31 st .	A copy of the audit was received between December 26 th and December 30 th .	A copy of the audit was received on or before December 25 th .
Annual Financial Report	AFR was received after July 25 th .	AFR was received between July 22 nd and July 24 th .	AFR was received between July 19 th and July 21 st .	AFR was received between July 16 th and July 18 th .	AFR was received by July 15 th .
Budget	A board approved budget that ties to the state budget document was received after July 25 th . OR The budget was received by July 25 th but does not tie to the state budget document OR The budget was received by July 25 th but was not board approved.	A board approved budget that ties to the state budget document was received between July 22 nd and July 24 th .	A board approved budget that ties to the state budget document was received between July 19 th and July 21 st .	A board approved budget that ties to the state budget document was received between July 16 th and July 18 th .	A board approved budget that ties to the state budget document was received by July 15 th .

<p>State Budget Document</p>	<p>A state budget document was received after July 25th. OR The budget document does not agree with annual budget detail report. OR The report does not contain all the required components.</p>	<p>A state budget document was received between July 22nd and July 24th. AND The budget document agrees to annual budget detail report. AND The report contains all the required components.</p>	<p>A state budget document was received between July 19th and July 21st. AND The budget document agrees to annual budget detail report. AND The report contains all the required components.</p>	<p>A state budget document was received between July 16th and July 18th. AND The budget document agrees to annual budget detail report. AND The report contains all the required components.</p>	<p>A state budget document was received by July 15th. AND The budget document agrees to annual budget detail report. AND The report contains all the required components.</p>
<p>Allocations</p>	<p>There are not sufficient funds in any of the allocations to cover the cost associated with district deductions (i.e., rent, utilities, and health insurance).</p>	<p>There are sufficient funds in one (1) to two (2) allocations to cover the cost associated with district deductions (i.e., rent, utilities, and health insurance).</p>	<p>There are sufficient funds in three (3) to five (5) allocations to cover the cost associated with district deductions (i.e., rent, utilities, and health insurance).</p>	<p>There are sufficient funds in six (6) to eight (8) allocations to cover the cost associated with district deductions (i.e., rent, utilities, and health insurance).</p>	<p>There are sufficient funds in 9 of the 10 allocations to cover the cost associated with district deductions (i.e., rent, utilities, and health insurance).</p>
<p>Working Capital Ratio (current assets divided by current liabilities)</p>	<p>Current ratio is less than or equal to 0.9. (One year trend can be positive or negative.)</p>	<p>Current ratio is between 0.9 and 1.0 or equal to 1.0. OR One year trend is negative.</p>	<p>Current ratio is between 0.9 and 1.0 and one year trend is positive.</p>	<p>Current ratio is between 1.0 and 1.1 and one year trend is positive.</p>	<p>Current ratio is greater than or equal to 1.1 and one year trend is positive (higher than previous year).</p>
	<p>For 1st and 2nd year schools the current ratio is less than 1.1</p>				<p>For 1st and 2nd year schools the current ratio is greater than or equal to 1.1.</p>
<p>Unrestricted Cash Days (unrestricted cash divided by [total expenses minus depreciation expenses] divided by 365)</p>	<p>Less than 15 days cash</p>	<p>Days cash between 16 and 30</p>	<p>Days cash between 31 and 45</p>	<p>Days cash between 46 and 59</p>	<p>60 or more days cash</p>
<p>Debt to Asset Ratio (total liabilities divided by total assets)</p>	<p>Ratio is greater than 1.0.</p>		<p>Ratio is between 0.9 and 1.0.</p>		<p>Ratio is less than 0.9.</p>
<p>Enrollment Variance (actual enrollment divided by enrollment projection) (March 1st estimate vs. funding reports)</p>	<p>Variance is less than 64% for October, February and June reports.</p>	<p>Variance is between 65% and 74% for October, February and June reports.</p>	<p>Variance is between 75% and 84% for October, February and June reports.</p>	<p>Variance is between 85% and 94% for October, February and June reports.</p>	<p>Variance is equal to or exceeds 95% for October, February and June reports.</p>

DID 5 points	DID NOT 1 point
School staff includes a SPED teacher who has a current valid Tennessee teaching license in the appropriate areas as well as highly qualified status as defined by the Tennessee State Board of Education.	School staff does not include a SPED teacher who has a current valid Tennessee teaching license in the appropriate areas AND/OR does not have the highly qualified status as defined by the Tennessee State Board of Education.
The school accommodates students with disabilities as outlined in the IEP.	The school does not accommodate students with disabilities as outlined in the IEP.
The school is compliant with due process procedures associated with students with disabilities.	The school is not compliant with due process procedures associated with students with disabilities.
The school properly identifies and refers students who may qualify for services.	The school does not properly identify and refer students who may qualify for services.
Manifestation meetings are held for students according to guidelines and the school's SPED advisor is invited to the meeting.	Manifestation meetings are not held for students according to guidelines and/or the school's SPED advisor is not invited to the meeting.
The school ensures students who have direct or related services listed on the IEP (i.e., speech, gifted, OT and PT) receive the services.	The school does not ensure students who have direct or related services listed on the IEP (i.e., speech, gifted, OT and PT) receive the services.
The school provides Extended Year Services (ESY) to students who met the criteria as defined by the Tennessee State Board of Education.	The school does not provide Extended Year Services (ESY) to students who met the criteria as defined by the Tennessee State Board of Education.
SPED services are provided to students that exceeded 10 days of suspension/expulsion.	SPED services are not provided to students that exceeded 10 days of suspension/expulsion.
The school is in compliance as determined by the SCS Division of Federal Programs School Level Monitoring Instrument.	The school is not in compliance as determined by the SCS Division of Federal Programs School Level Monitoring Instrument.
The school held their Annual Title 1 Meeting for parents on or before September 30 th .	The school did not hold their Annual Title 1 Meeting for parents on or before September 30 th .
100% of teachers are fully licensed in Tennessee and hold endorsements in the classes to which they are assigned.	100% of teachers are not fully licensed in Tennessee and/or do not hold endorsements in the class to which they are assigned.
100% of teachers are highly qualified in the area(s)/classes to which they are assigned.	100% of teachers are not highly qualified in the area(s)/classes to which they are assigned.
AFR is balanced.	AFR is not balanced.
AFR agrees to annual audit report.	AFR does not agree to annual audit report.
Proof of TCRS submission via Concord is provided each month.	Proof of TCRS submission via Concord is not provided each month.
Proof of hybrid submission via Great West is provided each month.	Proof of hybrid submission via Great West is not provided each month.
Proof of payment to TCRS is provided each month.	Proof of payment to TCRS is not provided each month.
Proof of payment to Great West is provided each month.	Proof of payment to Great West is not provided each month.
ACA reporting is submitted on time each month.	ACA reporting is not submitted on time each month.
Parents receive verbally and in writing their right to due process related to their child's long term suspension. (Even under zero tolerance.)	Parents did not receive either verbally and in writing their right to due process related to their child's long term suspension. (Even under zero tolerance.)
The school's immunizations and physicals for the students' records are up to date. If not, the school has documentation that parents have been notified of the consequences.	The school's immunizations and physicals for the students' records are not up to date and the school does not have documentation that parents have been notified of the consequences.
The school provides nursing services for students who require assistance (i.e., diabetic or feeding tube).	The school does not provide nursing services for students who require assistance (i.e., diabetic or feeding tube).
The school accommodates students with 504 modifications as outlined in the plan.	The school does not accommodate students with 504 modifications as outlined in the plan.
There is training compliance for school staff assisting students who self-administer medication.	There is no training compliance for school staff assisting students who self-administer medication.
All full time school staff are trained in the use, monitoring and management of AED equipment.	All full time school staff are not trained in the use, monitoring and management of AED equipment.
The school provides CPR/First Aid training to PE teachers, coaches and individuals working with student athletics.	The school did not provide CPR/First Aid training to PE teachers, coaches and individuals working with student athletics.
The school provides CPR/FA training opportunities to all full time staff.	The school does not provide CPR/FA training opportunities to all full time staff.
The school posts an annual list of employees currently trained in CPR/First Aid.	The school did not post an annual list of employees currently trained in CPR/First Aid.

4. Capacity Review

Shelby County Schools will examine the capacity of each organization and/or proposed school founder/proposed executive director/proposed school leader to determine if the proposed charter school can competently and effectively deliver top results in both academics and operations. If your organization currently operates charter schools, Shelby County Schools will evaluate your current school or schools (within the operating grade levels) comparing your data to the overall achievement and growth to the district as a whole, to traditional schools in your geographic region, and to the charter school sector within SCS. Applicants should complete either A or B and all must complete C.

A. *If your organization is currently operating charter schools, please submit the following information.*

- A list that includes each school currently in operation, including the full address and grade structure
- The overall achievement data and growth measurements as determined by the state for the entire network of schools also include disaggregated the data by each school location – include any gap closure information, if provided by the state
- Achievement data and growth measurements as determined by the state for each school also disaggregate the data by subject and grade level for each school – include any gap closure information, if provided by the state

B. *If the organization does not currently operate schools, please provide evidence that the sponsoring organization has made recent meaningful contributions to education and/or is operating community outreach programs that impact the lives of students.*

C. *For the proposed school founder/proposed executive director/proposed school leader, please submit the following information.*

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

The capacity review will include a reference check for all applicants. One of the references must be the most recent supervisor at the school district where the proposed school founder/proposed executive director/proposed school leader was a teacher or school leader (if applicable). Five (5) references must be included. The references may not be members of the proposed governing or sponsoring board. Please list on a separate page the following information for each of the five (5) references.

Name:

Address:

Phone Number:

Email:

Employer:

Employer Address:

Employer Phone Number:

Website of employer:

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A strong response will have the following characteristics:

- A clear, viable and comprehensive education plan for improving the proficiency rate and percentile rank in reading language arts
- A detailed and well developed strategy for raising ACT scores (if applicable)
- A feasible and viable plan for attaining and maintaining a graduation rate of 75% or more (if applicable)
- Specific measurable goals on how the school will improve their percentile rank each year while maintaining a level 4 or 5 TVAAS
- A comprehensive outline surrounding compliance with the scorecard
- A meaningful successful organizational history that demonstrates the capacity necessary to operate a charter school

Initial Application Review

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	<input type="checkbox"/> Falls Far Below Standard
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Strengths

Concerns/Questions

After Capacity Interview (if applicable)

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	<input type="checkbox"/> Falls Far Below Standard
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Interview Notes

Revised Analysis

Amended Application

<input type="checkbox"/> Meets or Exceeds Standard	<input type="checkbox"/> Partially Meets Standard	<input type="checkbox"/> Does Not Meet Standard	<input type="checkbox"/> Falls Far Below Standard
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Changes to the Original Application

Revised Analysis