

# Charter School Renewal Application

## Purpose

T.C.A. § 49-13-121 sets forth the procedures by which a charter school may renew its charter agreement with its authorizer. A charter school must submit a renewal application to its authorizer **no later than April 1 of the year prior to the year in which its charter agreement expires**. Renewal applications should allow authorizers to answer the following questions:

- Has the school met its academic goals?
- Has the school been faithful to its mission and vision?
- Has the school been effectively governed?
- Is the school fiscally sound?
- Are parents and students satisfied?
- Has the school satisfactorily met its legal obligations?
- If the school's charter agreement is renewed, what are its goals for the next charter term and are they likely to be achieved?

In addition to the renewal application, authorizers may review the school's annual reports, interim reviews, performance reports, and audits, including A-133 audits if applicable, when making renewal determinations.

The department of education has developed the following guidelines for use during the charter renewal application process.

## Renewal Timeline and Submission Instructions

The renewal application is due by April 1<sup>1</sup> of the year prior to the year in which the current charter agreement expires<sup>2</sup>. Three months prior to this date – January 1 – the authorizer shall submit to the public charter school a performance report that reflects the renewal evaluation.

On or before February 1 of the year in which the current charter agreement expires<sup>3</sup>, the authorizer shall rule by resolution to approve or deny the renewal application.

If the authorizer denies the renewal application, the charter school governing body may appeal to the Tennessee Public Charter School Commission **within ten (10) days of the date of the**

<sup>1</sup> Tennessee law provides that when the deadline falls on a Saturday, Sunday, or State observed holiday, the application materials are due on the next business day.

<sup>2</sup> For all charter schools with a 10-year charter term, this would occur in Year 9 of the agreement. <sup>3</sup> For all charter schools with a 10-year charter term, this would occur in Year 10 of the agreement.

**decision to deny.** If the Commission finds that the local board of education's decision to deny renewal of a charter agreement is contrary to the best interest of the students, LEA, or community, then the Commission shall approve the renewal application and the Commission shall become the authorizer. A decision by the Commission to deny the renewal of a charter agreement shall be final. No additional appeals may be considered.

The timeline for the schools with charter agreements ending in the 2022-23 school year is as follows:

Renewal Timeline for Charter Ending in SY 2022-23	
January 1, 2022	Authorizer submits performance report
April 1, 2022	Charter school submits renewal application
February 1, 2023	Authorizer makes renewal decision
Within 10 days of date of decision to deny	Charter school may appeal denial to Commission

Each charter school seeking renewal shall complete all sections of the renewal application, adhering to formatting and maximum page limitations.

A charter school should check with its authorizer to determine if any additional information is required for renewal.

An electronic copy of the completed renewal application must be submitted to the authorizer and the department of education. Electronic submissions may be sent to the department via email at [Charter.Schools@tn.gov](mailto:Charter.Schools@tn.gov). All materials must be received by the authorizer and the department by the close of business on the required deadline.

The renewal application shall include the following:

1. Applicant Information Cover Page
2. Signed Assurances
3. Application Narrative
4. Appendices – optional

The renewal application, including the cover page, assurances, narrative, and any appendices may be **no more than 50 pages total**. The application narrative should be formatted using standard, one-inch margins and a font size of no less than 11 points. All pages in the application should be sequentially numbered (e.g., 1 of 18, 2 of 18). The appendices should be clearly labeled and referenced in the application narrative.

# Tennessee Charter School Renewal Application

## Applicant Information Cover Page

Charter School Name: Promise Academy Spring Hill

Charter School Address: 3796 Frayser-Raleigh Road

Charter School Phone: (901) 324-4456

CMO Name (if applicable): Promise Academy Charter Schools

Authorizer Name: Tennessee Achievement School District

Name of Charter School Primary Contact Person: Dr. Patrick Washington

Primary Contact Phone: (662) 252-9185

Primary Contact Email: [pwashington@promiseacademy.com](mailto:pwashington@promiseacademy.com)

Date Charter Awarded: 2013

First Year of Operation: 2014

Date Charter Expires: 2024

Current Year Student Enrollment & Demographics			
Total Enrollment	% Economically Disadvantaged	% Students with Disabilities	% English Learners
350	77%	11%	1%

Proposed Grade Levels and Student Enrollment for Next 10-yr Term		
Year following renewal:	Grade Levels	Total Student Enrollment
Year 1	K-5	360
Year 2	K-5	360
Year 3	K-5	380
Year 4	K-5	380
Year 5	K-5	400
Year 6	K-5	420
Year 7	K-5	440
Year 8	K-5	460
Year 9	K-5	480
Year 10	K-5	480

## Assurances

As the authorized representative of the school, I hereby certify that the information submitted in this renewal application is true, to the best of my knowledge and belief, and if awarded a charter, the school will:

1. operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of its authorizer and in compliance with its charter agreement and the Tennessee Public Charter Schools Act of 2002<sup>4</sup>;
2. follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-111(p);
3. provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973.
4. adhere to all applicable provisions of federal law relating to students who are English learners, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974;
5. follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. comply with all provisions of the Tennessee Public Charter Schools Act of 2002, as amended;
7. employ individuals to teach who hold a license to teach in a public school in Tennessee;
8. comply with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 *et seq.*; 10-7-503, 504);
9. not charge tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
10. follow state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
11. require any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101;
12. maintain all necessary and appropriate insurance coverage;
13. obtain all necessary permits, licenses, and certifications related to fire, health, and safety within the school building and on school property;
14. notify its authorizer immediately of any change in circumstances that may have a significant impact on the school's ability to fulfill its goals as stated in its charter agreement; and
15. submit a request to amend its charter agreement if the school plans to make a change to its operations.

Signature: 

Title: Executive Director

Date: April 19, 2023

<sup>4</sup> Tennessee Public Charter Schools Act of 2002, [T.C.A. §§ 49-13-101-145](#).

## Application Narrative

Pursuant to TCA § 49-13-121, a public charter school renewal application shall contain a report of the school's operations, including students' standardized test scores, financial statements, and audits of the eight (8) years immediately preceding the date of the renewal application.

The renewal application narrative is organized into four areas:

1. Academic Success
2. Operational Stability
3. Financial Health
4. Future Plans/Projections

### Section I - Academic Success

- a. **Describe the school's academic achievement and growth results over the course of the current charter term. Include tables, charts, or graphs, as applicable, to illustrate cumulative and/or yearly assessment results.**

Since Promise Academy Spring Hill's inception in 2014, we have been successful at bringing our school out of the bottom 5% to the top 25% in the ASD. In our first 3 years, we served students in grades K-3 and we outperformed all the schools in the ASD ranking us #1 for 2 of those 3 years.

In Years 1-6, we used NWEA MAP assessment. The chart below shows our year-to-year progress of the percentage of students who met their growth goal.

As shown in the chart, there was consistent growth year to year in both reading and math in the years we used NWEA. There was a significant drop in the percentage of scholars who met their Reading growth goal in Year 2 because we added an additional reading assessment (STEP) that required a different type of focus that wasn't necessarily supported or targeted through the skills taught and assessed on MAP.

	Reading	Math
2014-2015(K-1)	96%	96%
2015-2016(K-2)	59%	71%
2016-2017(K-3)	32%	38%
2017-2018(K-4)	*No data provided	*No data provided
2018-2019 (K-5)	53%	79%

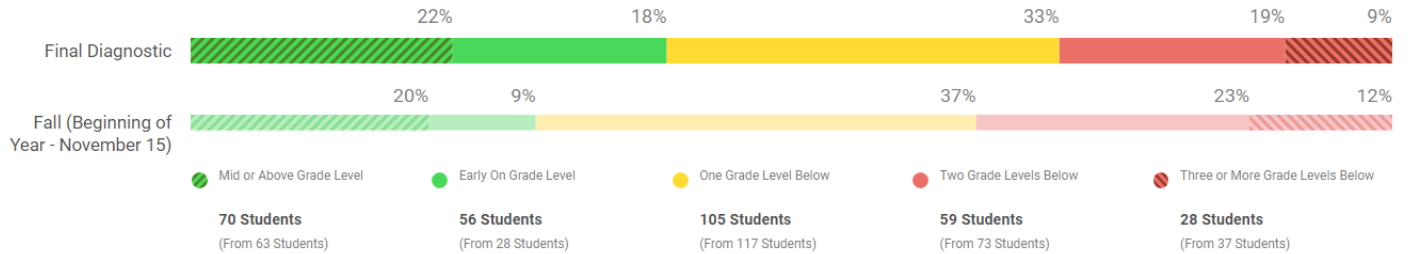
### iReady- adaptive (growth and achievement)

In 2021, after Covid, we decided to switch to iReady as our universal screener and Benchmark tool due to proven success with preparing and predicting proficiency on state aligned standards.

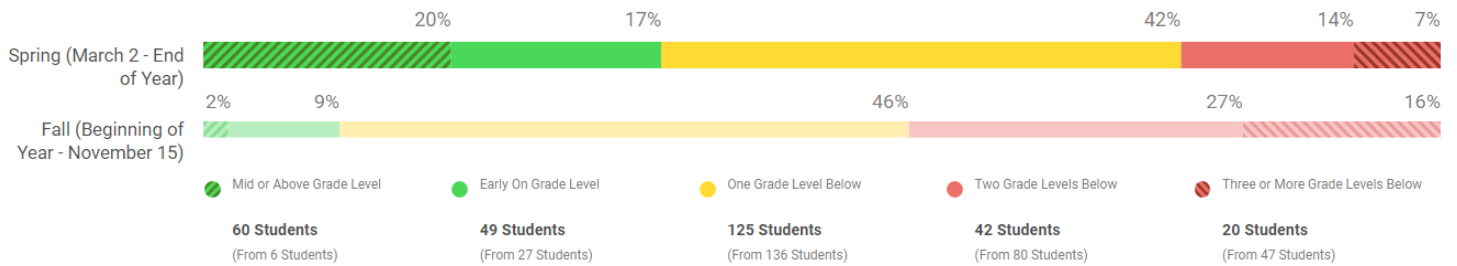
The images below show the growth from Fall to Spring in Reading and Math from 2020-2022 in grades K-5. As shown, scholars consistently showed positive growth from Fall to Spring assessments, and we showed substantial movement with the number of scholars moving from Tier 3 to Tiers 2 and 1 in ELA.

## ELA

### 2020-2021

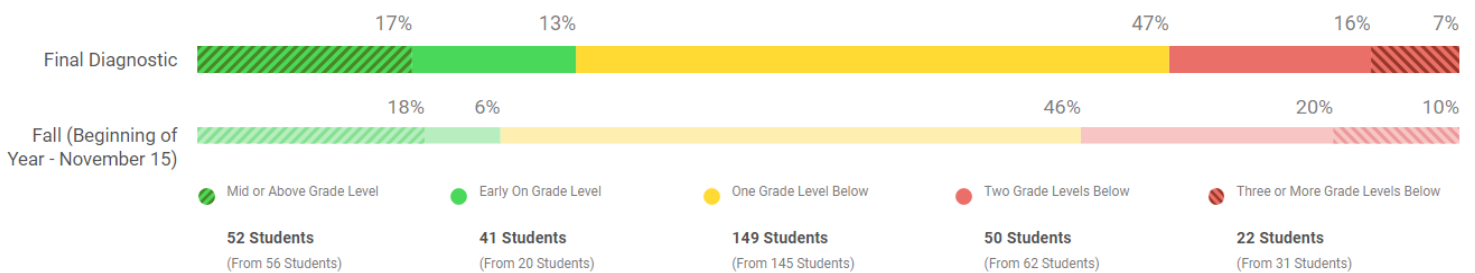


### 2021-2022

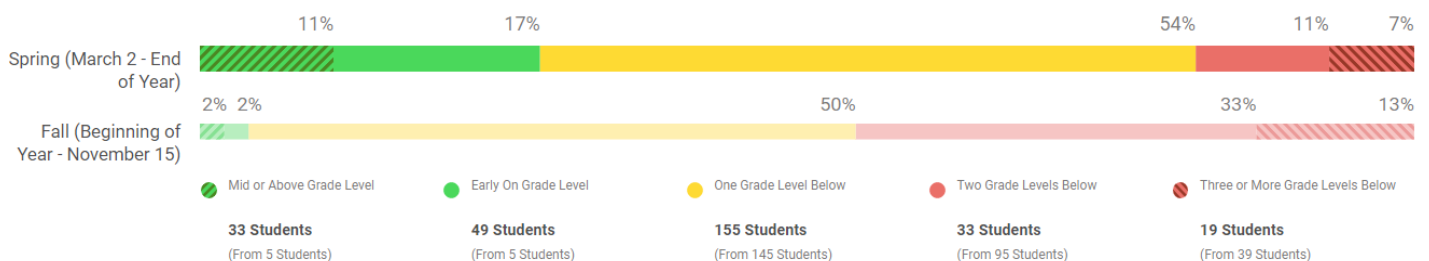


## Math

### 2020-2021



### 2021-2022



## TNReady

Our first year of testing was 2017 with our third grade students. In both ELA and Math our overall proficiency rate was 16.7%, which was considerably higher than previous test results. Over the next 3 years, with changes in curriculum, staff and leadership, our proficiency rates fluctuated but our average remained consistent with schools in the ASD and surrounding areas. Considering that Covid caused significant learning loss and many students were not physically in school during the 20-21 SY, we had surprisingly marginal growth in ELA, but suffered a drastic decline in Math achievement. In 2022, our scholars showed promising growth and achievement by doubling the percentage of mastery in both reading and math.

	Reading	Math
2016-2017(G3)	16.7%	16.7%
2017-18 (G3-4)	15.2%	12.4%
2018-2019 (G3-5)	7.2%	12.7%
2020-2021	8.4%	6.5%
2021-2022	20.4%	15.1%

**b. Address progress toward meeting the academic goals outlined in the current charter agreement. Were any amendments made to academic goals? If so, explain.**

When Promise Academy wrote its charter application Academic Performance goals were based on standards and state assessments that are no longer relevant to current Tennessee standards and state testing. In an effort to make Promise performance goals relevant, We have made amendments to our academic goals. Listed below are our original charter academic goals, followed by the revised goals based on the current education requirements and progress towards reaching goals. Initially we used a number of assessments including Stanford 10 and DRA but over time we have moved to iReady CASE, STEP and TNReady because these assessments effectively monitor student growth and achievement and are aligned with the TN State standards.

### **Original Charter Academic Goals:**

- I.1 All students who have attended the school for at least one year will attain a DRA level of 10 by the end of the grade 1 and 38 by the end of grade 3.
- I.2 All students who have attended the school for at least one year will be reading on grade level at the end of both grades 3 and 4 in the first charter period.
- I.3 Students at Promise Academy who have attended the school for at least one year will achieve an average score at or above the 60th Normal Curve Equivalent (NCE) on the TerraNova.
- I.5 Promise Academy will receive a TVAAS score of 115 in all subjects in all grades available. Since 2009 was our first year of TCAP scores for our 3rd graders, the school does not yet have TVAAS scores to report.
- I.6 Fifth and eighth grade students who have attended the school for at least two years will receive an average score of 5 (5 = Strong) on the 5th and 8th grade TCAP Writing Assessment. The school cannot report out on this goal because it does not serve students in grades 5-8

In 2012 Promise Academy submitted a charter application to the Achievement School District (ASD) that was based on replicating our current school Promise Academy Hollywood at a new location. We were approved as a phase-in model beginning with grades K-1 and adding a grade level each year until 2018-2019 when we would be operating a PK-5th grade elementary school. We were matched with the former Spring Hill Elementary School and charged to transform Spring Hill Elementary, a consistently low performing elementary school operated by Shelby County Schools. Since the application was for replication, the Academic Performance goals established for Promise Academy Spring Hill (PASH) were similar to Promise Academy Hollywood and ambitious. The goals were to move the school out of the bottom 10% and off the priority list to proficiency levels consistent with the state average. PASH's overarching and driving goal continues to meet and exceed the State's average in students mastered and on track proficiency rates in all academic areas. Our first year of testing was 2017 with our third-grade students. In both ELA and Math our overall proficiency rate was 16.7%, which was considerably higher than previous test results. In 2018 our ELA was 15.2% and Math 12.4%, a decline from the previous year but still out of the bottom 10% according to information provided to the school from the ASD. For 2020 COVID-19 disrupted our learning. The 2020-2021 school year was our first year giving the i-Ready assessment. From the chart below, all students grew overall in language arts except for our kindergarteners. The academic growth this year was less than ideal. However, given the local and national trends in learning loss, that our students continued to grow is commendable.

**I.1 – Promise Academy uses the STEP assessment.** The STEP Assessment is an online, formative literacy assessment that provides educators with the insight needed to tailor instruction to meet the literacy needs of their students. When using STEP, teachers assess students at multiple points throughout the year to determine current achievement and instructional needs. By the end of the year, it is expected that students have moved at least 3 steps to place them on grade level. The chart below shows the percentage of scholars who were **below grade level** and **on or above grade level** at the end of each year. At the beginning of the year in 2015, the STEP assessment showed we had 91.2% of students who were below target, 7.7% were on target and 1% were above target. By the end of the first 4 years of STEP testing we were able to close the achievement gap by ensuring that students were entering each grade reading on grade level.

	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022*
<b>Below</b>	<b>74.2%</b>	<b>72.9%</b>	<b>75%</b>	<b>48.7%</b>	<b>3rd round Not assessed due to COVID</b>	<b>STEP not used due to COVID</b>	<b>21.9%</b>
<b>On</b>	<b>17.5%</b>	<b>22.4%</b>	<b>18.9%</b>	<b>42.1%</b>			<b>35.4%</b>
<b>Above</b>	<b>8.2%</b>	<b>4.7%</b>	<b>6.1%</b>	<b>9.2%</b>			<b>42.7%</b>

\* Only grade K-1 assessed



**I.2 – STEP & TCAP data are used to determine progress on this goal.** We recognize that there are significant deficiencies in 3rd through 5th grade on STEP and TCAP (chart) however, we have made gains from year to year and have been able to move from Level 1 to Level 5 due to the amount of growth in Reading on TCAP.

Grades 3-5 % of student on track or mastery	2017	2018	2019	2020	2021	2022
3rd	16.7%	15.4%	5.1%	No data due to COVID	10%	26%
4th		14.9%	9.5%		5%	17.4%
5th			6.4%		1%	14.2%

**I.3-I.6 – TCAP Data is used to determine progress on this goal.** We made gains necessary to move from a Level 1 TVAAS in 2020-21 to Level 5 in 2021-2022. This TVAAS determination was welcomed, we are by no means content with these results. Our goal is to have 100% of our scholars show growth and a minimum of 10% increase in Reading, Math, and Science each year until 2025

**c. Outline the school’s assessment system and explain how assessments are used to inform instructional practice, evaluate teacher effectiveness, and implement professional development.**

Promise Academy has developed a data-driven school culture, in which educators routinely use student achievement data to plan instruction and support continuous improvement using the 4As: Assessments, Analysis, Action, and Accountability to create pathways for scholars and teachers to reach their goals. Our assessments are the roadmap for instruction providing us with real time, accurate, reliable data that keeps teachers from guessing or hoping for the best. We use the data to drive instruction, set specific academic foci and improve outcomes for scholars. We use iReady, STEP and AimsWeb in grades K-5. All 3 assessments are administered in the fall, winter and spring. While iReady, STEP and AimsWeb are all growth assessments, teachers administer daily exit tickets and bi-weekly assessments that assess scholars on the standards covered each quarter.

After assessments have been administered, administrators, teachers and scholars do a deep dive analysis to examine and identify strengths, areas for growth, trends and determine the best course of action for their planning, instruction and assessment. Action plans are created by teachers to describe how and when they will reteach and reassess the non-mastered skills. Action plans are directly aligned to the results from the data analysis and directly correlate with teacher lesson plans. Instructional leaders hold teachers accountable through observation and feedback driven by the action plan.

**d. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.**

Promise Academy uses a variety of methods to assess the effectiveness of our academic program. Each teacher has an instructional coach who provides mentoring, coaching and feedback on lesson planning, daily instruction, and instructional best practices. During 1:1 planning and feedback meetings, teachers are able to discuss progress of their scholars, gaps in learning, and adjustments that need to be made to the curriculum, assessments and overall support needed to ensure the success of scholars.

Promise Network holds monthly learning labs that allow teachers from both campuses to collaborate on their instructional practices, gain deeper knowledge on the content and build their capacity for instruction in the classroom. During these labs, teachers are able to plan and practice common lessons, develop assessments and receive feedback on their teaching. These sessions allow coaches and teachers alike to take a deeper look at the curriculum and schoolwide instructional practices to determine their effectiveness.

Additionally, we collect qualitative data from parents on the overall satisfaction of our schools through parent surveys that we administer at least twice a year. We also survey staff on their job satisfaction and request feedback on how we can improve.

**e. Discuss progress made toward closing achievement gaps.**

When looking at the school and grade level specific data, we have had a number of our students regress from their previous levels of achievement as they moved through the grade levels. However, there has been positive movement shown in each of the assessments shown above. In multiple years, the proficiency rates approached the state average and surpassed Achievement School District averages. We have used this data in curriculum planning and PLC's to target specific curricular areas that need attention. In order to address the regression of students between levels the school took a hard look at the curriculum and intervention programs to determine their efficacy. We reorganized how we provide intervention and reallocated personnel and restructured our school day to be able to effectively meet the needs of scholars in all tiers.

Through implementation of the Science of Reading and extensive professional development, content coaches worked to enhance teachers' instructional capacity to provide good first teaching grounded in detailed knowledge of content standards and curriculums, enhanced by effective planning, and delivered in a manner (using the most effective resources) to address the needs and interests of all students, including special populations (SWD, ELL, ED)

The impact of the pandemic on learning was significant and although we were making incremental steps towards closing the achievement, the learning loss during the pandemic put our scholars at a greater deficit than in previous years. We have developed a more robust RTI2 process to ensure that we can accelerate learning recovery and meet the individual needs of our scholars. We have partnered with Diverse Learners Cooperative to continue building strong systems of tiered interventions that are both compliant and, most importantly, accelerate student growth at all levels (Tier 1, Tier 2, Tier 3).

In Math, we have shown less positive movement as we move from third grade towards the fifth grade. The school initially used Go Math as the curriculum in 2014 but moved to Eureka Math(formally known as Engage NY) in 2016. We have been using Eureka math in the early grades and have fully implemented it through third grade. Initially we chose not to fully implement the Eureka curriculum in fourth and fifth grades due to the steep learning curve of the teachers and students. However, given the TNReady results in 2018, we rethought that decision and began implementing Eureka math with fidelity at all grade levels. We believe this shift in curriculum was appropriate and has positively impacted our students' proficiency rates. In addition to making adjustments to our Core Curriculum in Math, we have designated time in the instructional block for Math intervention, guided math groups, daily spiral review and after school tutoring. Teachers are able to use data from exit tickets and interim assessments to reteach non mastered skills and prerequisite skills.

We believe an important part of closing the achievement gaps is getting parents involved and concerned about their child's academic progress. We hold many academic focused events for parents throughout the school year. Each year, as we have added grades, we have scheduled meetings with parents at each grade level at the start of the year to make them aware of what's expected of their child at their grade level. In the middle of the year, we have grade level meetings with 2-5th grade parents about TNReady and our school wide goals.

While the gap still remains, we are seeing it gradually close due to the many instructional and support structures we have put in place over the last 9 years.

**f. Outline leader and teacher professional development and its impact on student achievement.**

Both teachers and leaders receive an abundance of training and development. Starting in the summer, leaders meet with the Lavinia Group to develop a Summer Institute plan for training and developing new and returning staff for the upcoming school year. Leaders also develop a strategic plan based on survey feedback from teachers and staff. These surveys help determine our course of action for the school year. Our leaders are graduates of the Relay Leadership Academy where they received intensive coaching and feedback on delivering effective feedback and coaching teachers to deliver effective instruction. Coaches also have weekly 1 on 1s with the principal to develop their leadership skills, analyze data and practice for meetings with teachers.

Teachers participate in year-round professional development and training starting with an extensive two-week Summer Institute. SI sessions are led by Instructional Coaches who have participated in intensive training and practice cohorts to sharpen and develop their skill as content experts. Teachers spend up to 6 hours each day during SI developing their content knowledge, strengthening their instructional practices, and collaborating with their content and grade level teams. This level of training and coaching continues throughout the year with weekly 1:1s, planning and data analysis meetings, observations, and feedback sessions to support teachers with their learning goals. During the summer, teachers meet with their coaches and coaches meet with the building principal to complete their Individualized Learning Plan (ILP). This plan helps them set personal and professional goals based on the performance rubric. These goals are monitored during the semester and adjusted as needed.

The level of support that our teachers and leaders receive to develop their personal and professional skill has such a positive impact on student achievement. Because we set goals, monitor progress, and provide feedback to our teachers and leaders, they in turn set the same expectations for their scholars. Our scholars are invested in their learning because teachers and leaders are invested in their success.

**g. Explain how the school supports diverse learners.**

Promise Academy is committed to providing a high-quality education that includes rigorous learning expectations coupled with appropriate instructional support, so that all students can realize the goal of academic success. This expectation extends to our entire student population, including our English Language Learners, scholars who have health impairments, and those who are identified as having special needs that require them to have an Individualized Education Plan (IEP). We use a combination of push in and pull-out strategies to best serve scholars and their varying needs.

We currently serve students with speech and language disorders, developmental delays, developmental disabilities, specific learning disabilities, and other health impairments (e.g., ADD, ADHD, and neurofibromatosis). Currently, approximately 10% of our student population is receiving special education services. Scholars are fully included in the general education classroom possible by providing teachers with support in specific assessment and instructional techniques to support each student's learning needs. Students receive additional support with the identified SPED or ELL teacher based on goals in their IEP. Our Student Support Team or Steam holds monthly meetings to discuss these scholars and the best support to meet their needs.

**h. Discuss areas of academic concern and changes made to address any deficiencies**

#2 &5

The school has a trajectory of closing achievement gaps for subgroups in comparison to the resident district in terms of academic proficiency.

School has demonstrated a trajectory of growth in proficiency for subgroups of students over the last 9 years in ELA and Math.

## **Students with Disabilities**

ELA – Off Track

Math – Off Track

Over the academic term, our scholars with disabilities were in general education classrooms and received push in OR pull out support from the Special education teacher based on the goals in their IEPs. They are provided with additional support throughout the day to ensure they receive not only the targeted instruction that is based on their IEPs, but they receive modified grade level instruction from the general education teacher with support from the SPED teacher. This provides consistent exposure to grade level content that aligns with standards addressed on TNReady.

#3-5

School demonstrates consistent success in TVAAS scores during operation.

School has demonstrated a trajectory of growth in proficiency for students.

School has demonstrated a trajectory of growth in proficiency for subgroups of students over the last 9 years in ELA and Math.

## **Economically Disadvantaged Students**

### **Students with Disabilities**

### **Black, Hispanic, Native American Students**

Math – Off Track

We have struggled to trend upward in math since 2018. We have made instructional and teacher support changes to address this area. The instructional changes that have been made to address math gaps are the implementation of daily Spiral Review, Math focused after school tutoring and more consistent tracking of academic data. Spiral review is done daily in the classroom to continuously spiral skills that scholars have yet to master. These 30 minute skilled based lessons are determined based on interim data. The addition of daily spirals allows teachers the opportunity to spiral in non-mastered skills while continuing to teach new standards.

Math intervention has been implemented in grades K-5. Scholars receive 30 minutes of math intervention through a combination of digital content and guided math small groups. We use iReady lessons to teach guided math lessons and progress monitor through AimsWeb. Scholars who have IEPs receive additional support with grade level math skills in addition to the goals listed in their IEPs.

After school tutoring was implemented specifically to target the gaps in math concepts and strategies that increase math standards mastery. We target the students who scored in the 39th-65th percentile on the previous year's TNReady. Since this tutoring is only an hour, the instruction has to be targeted and focused on mastering standards. Students who score below the 39th percentile receive in school Tier 2 or 3 intervention that is more aligned with the skills that they need to master based on iReady. In tutoring, students take pre and posttests for each standard domain to determine effectiveness of instruction and curriculum.

In addition to the instructional changes, we have deepened our support for teachers. Teachers receive daily coaching and support from a math instructional coach. We have also partnered with The Lavinia Group to provide intensive coaching for our coaches and teachers. We have monthly learning labs that provide space for teachers to receive standard analysis, planning and practice "going live" with students. They receive immediate feedback and are able to turnkey the strategies in the classroom the next day.

**i. Explain why the school's academic outcomes merit renewal of its charter agreement.**

Promise Academy met the requirements of the Tennessee Achievement School District to exit the turnaround district. **(Appendix B)** Although our academic data are not what we expect, we continue to make gains in student achievement that has earned our school a Level 5 TVAAS performance rating for the current year. Our data is in the top 10% of ASD schools, for example, in 2022, the ASD had 10% of students meeting expectations on the TCAP in ELA, Promise had 19.4% and in Math, the ASD had 8.1% and Promise had 14%. We are not content with these data; however, we are certain that we are trending in the right direction.

Additionally, Promise Academy has proven to be an asset to this community. We have provided exceptional service to our scholars and families socially, emotionally, and academically. Our academic program provides rigorous instruction that is preparing our scholars to be academically successful in any arena. Our focus on data with scholars invests them in their learning and allows them to be a part of creating their pathway to success. We have confidence that the trends we see daily, weekly, monthly in the classroom will translate into upward trending outcomes for our students.

**Section II – Operational Stability**

**a. Address progress toward meeting the operational goals outlined in the charter agreement, if applicable.**

As stated in the original charter agreement we opened using a phased approach with kindergarten and first grade. We cohabitated with legacy Spring Hill Elementary which was a part of legacy Memphis City Schools. We added a grade each year until our third year, 2016 when we occupied the entire building. Our Board of Directors and former Executive Director then created a plan to address deferred maintenance on the facility by prioritizing HVAC, roofing, and painting. The building was completely painted; inside and outside, in 2016, HVAC projects are in progress with over 2 million dollars having been invested since 2014 and a completely new roof system will be installed in 2024.

**b. Discuss student enrollment over the course of the current charter term. Is the school operating at maximum capacity? How many students are currently on the waitlist?**

In the original charter agreement, Promise planned to open with 160 scholars: 80 kindergarteners and 80 1st graders. Our goal was to increase each following year by adding 80 scholars (See the chart below). We expected to meet a maximum enrollment of 480 scholars by 2019. Our maximum enrollment peaked at 412 scholars. We believe that our recent acceptance into the Tennessee Public Charter Commission will allow us to increase enrollment because our school is no longer a zoned school. Our maximum enrollment is 480 by 2034.

**(Original charter agreement - 2013)**

Grade Level	Number of Students					
	Year 1 2014	Year 2 2015	Year 3 2016	Year 4 2017	Year 5 2018	At Capacity 2019
K	80	80	80	80	80	80
1		80	80	80	80	80
2			80	80	80	80
3				80	80	80
4					80	80
5						80
Total	80	160	240	320	400	480

**c. Describe trends in student attrition rates and how leaders have addressed any concerns in attrition.**

Promise Academy has averaged 2.0-2.5% attrition rate since opening in 2014. Most of the attrition occurs between kindergarten and second grade. We have employed a social worker whose specific responsibilities include working with parents and families to ensure that their needs are being met so that their child can continue to attend school. Additionally, our board and executive director are generous in their support of families that experience hardships that may result in homelessness or a similar situation. We help parents and families on an as needed basis to help keep their child in school. We host bi-weekly Parent Academy meetings for parents where we address a variety of issues that are mainly requested by parents and in these meetings, we provide resources to help parents with issues that are related to school and non-school related issues that are impacting their lives and livelihood. We will continue to provide these kinds of services with hopes to increase their impact and lower attrition rates.

**d. Explain how the school provides a safe environment and addresses the physical, social, emotional, and health needs of students.**

Our scholars come to school and feel like they belong. Relationships are formed as they participate in both academic and non-academic activities that create bonds with other scholars and teachers. It's important for us to create an environment where scholars not only belong, but they are appreciated for who they are and what fundamental values and skills they bring with them.

One of the most important elements for building our culture was to implement a curriculum that has a strong focus on the individual, social and emotional aspects of learning that are embedded in the curriculum. The Toolbox Project is our Tier 1 SEL curriculum. We use this in addition to the morning meeting aspect of Responsive Classroom. The Toolbox Project is a strong social, emotional curriculum that is engaging and empowers students to take charge of their mindset, gain confidence and develop a positive outlook on their life and future aspirations. It teaches kids to respect and honor who they are as an individual and to value and respect others as individuals. The Toolbox Project provides our scholars with the tools and skills they need to build and cultivate positive relationships creating an environment that encourages scholars to appreciate themselves, support others, and change their attitude towards themselves as learners and school.



For students who do not respond to Tier I support and need additional support, the Assistant Principal, Social Worker, Psychologist, and Dean of Students provide support around managing and developing additional strategies and skills for emotional development. We use the Teach Like a Champion Dean of Students Curriculum for Tier II and III supports.

It is important for us to help our scholars understand that life isn't made up of test scores. Real success is made up of hard work, persistence, personal growth, and more! We celebrate scholar character, citizenship and creativity, academics, and attendance. We celebrate daily, weekly, monthly, and quarterly through rewards and incentives, class and whole school celebrations, programs and much more to ensure we recognize scholars often for quick wins and long-term goals.

### Morning Jamboree

We begin each week with our Monday Morning Jamboree that provides opportunities beyond the classroom for learning and achievement. Scholars learn to translate classroom behavior expectations into audience behaviors, practice leadership and public speaking, and grow a vision of themselves as contributing members of a larger community. Morning Jamboree is a time for our school community to build bonds and celebrate schoolwide successes. Students learn about our Core Value components, learn, and practice the tool for the week, and recognize classes and scholars who won the week in attendance, behavior and academics. These core values extend into the classroom as teachers conduct daily morning meetings in their classrooms where they reinforce the core value and tools for the week. Students and staff are recognized each month in our Ashe' ceremony.

### Ashe' Ceremony

Ashe' Ceremony is a way for our scholars and staff to come together and celebrate our successes from the week. During Ashe', staff and scholars discuss and rate ourselves on achieving our values goal of the month. We then recognize and award the scholars who have exemplified our core value for the month.

### Core Value of the Month

We have made a commitment to developing scholars who have strong character and demonstrate our values in their interactions with others. In an effort to highlight and strengthen the character and nurture the values of our scholars, we developed a set of core values that we believe help nurture students who are world ready leaders.

### MBS Classes

Every scholar has the opportunity to participate in MBS classes. MBS stands for Mind, Body and Spirit. Part of the mission of Promise Academy is to educate the Mind, Body and Spirit of our children so that they are world ready leaders. In MBS classes, scholars are given an opportunity to explore the arts through music and art. As an extension of our SEL curriculum, scholars also participate in Mindfulness class. During this time, they are encouraged to use their tools while meditating and learning more about how their 12 tools help them navigate successfully in and out of school.

In addition to the SEL curriculum and components of our social emotional program, we have a full-time social worker, school psychologist, nurse, dean of students and student support team. All of these additional resources help build and support a safe environment for scholars.

**e. Explain how the school has made community connections and developed working relationships with parents and families.**

Promise Academy is committed to preparing scholars academically for college and fostering creativity, curiosity, and passion to become world-ready leaders. Our school exists to educate the children in this community, and we recognize and embrace our families and community and the impact of their input on what happens inside of our building.

Keeping parents informed makes a positive difference in our scholars' educational experience. Parents need to know what we expect from our scholars. Connecting with them through positive communication helps them reinforce the right academic habits and classroom behavior that will help students succeed. We provide parent educational activities throughout the school year to help parents support their children's learning and frequently communicate school performance, student progress, and personalized learning strategies through bi-weekly progress reports, quarterly conferences, phone calls, positive notes home, newsletters, and daily behavior logs.

**Progress Reports** – Sent home biweekly to inform parents of scholar academic progress. Progress reports will be updated by teachers and include a rubric of our values, conduct, and the academic standards.

**Daily Communication** – In an effort to show our parents how much we appreciate them and their scholar, teachers make phone calls to share something positive about their scholar. “Terrific Tuesday” calls are done every Tuesday for a minimum of 6 scholars. Teachers also contact parents through Kickboard to update on scholar behavior in real time.

**Newsletters** – Parents receive school and classroom newsletters. School newsletters are sent from the principal at least 3 times a month. The newsletter includes upcoming events and community happenings, highlighting the Scholars of the Month and important opportunities for parents and scholars to get involved and stay informed. Teachers send home classroom newsletters every Monday. Classroom newsletters include the skills for the week in each content area, school, and classroom reminders.

Promise Academy has also established relationships that provide valuable resources for creating sustainable relationships between our scholars and the businessmen and women in the community. Our relationships with Arise2Read, For the Kingdom, Man Up Teacher Fellowship, Communities in Schools, Junior Achievement, Children in Harmony and Boys and Girls Club of Memphis have afforded us the opportunity to gain access to mentors, afterschool staff, and other resources to support in-school learning and improve the teaching and learning in the classroom.

**f. Explain how the school sustains a well-functioning organizational structure that provides for personnel stability and effective teacher retention.**

Promise Academy currently employs an Executive Director, Dr. Patrick Washington, who has over two decades of experience in public education. He has served in every capacity and is a nationally certified superintendent and a nationally recognized leader in public education. His executive leadership team consists of two principals, a Director of Technology, a Director of Operations, and a Finance Manager. The average tenure of the executive leadership team is 10 years at Promise Academy. This is unusual in the charter schools' community. We take great pride in having a leadership team that is committed to Promise Academy. This stability in the organization has contributed to our ability to maintain personnel in other key positions within the organization. Additionally, leadership stability allows us to remain consistent in our ability to recruit and retain effective teachers and in creating a positive school culture.



We were one of only five public schools that offered an in-person learning option for scholars in August 2020. Covid-19 was ravaging the country and schools were largely closed offering only a virtual option. Our leadership team with our parents and community members developed a pandemic learning plan where half of our students were in-person, and the other half were virtual. We offered free covid testing every week and had a robust clearing and mitigation plan. All of this was made possible because of the consistency and cohesiveness of our leadership team and teaching staff.

**g. Describe the development of the board members and school leadership during the current charter term.**

The Promise Academy Board of Directors currently consists of fourteen (14) board members including the Executive Director. Board members commit to three-year terms. Several of our board members are founding board members of the charter network. Most of our board are native Memphians and are leaders within the Memphis community. The board meets at least bi-monthly but during the post pandemic years have met monthly to maintain continuity of educational services in order mitigate the impact of the pandemic on student learning.

The Executive Director is the only staff member that reports directly to the Board. The Executive Director is evaluated yearly with quarterly updates. The evaluation includes leadership criteria that are included in the Tennessee Principal/Executive Leadership evaluation system with added fiscal and financial performance criteria developed by the Board of Directors.

Promise Academy recruits new board members in partnership with New Memphis Institute, external partners such as the Boys & Girls Club of Memphis, Porter-Leath, and by word of mouth. We look for individuals with a demonstrated commitment to improving the quality of life for Memphians with a special emphasis on education, philanthropy, and community empowerment.

Our Board of Directors work directly with the Tennessee Charter Schools Center to assist in ensuring that all board members meet training and certification requirements, pursuant to Tennessee Code Annotated 49-13-111(q) which requires that all new board members participate in 6 hours of training and current board members participate in 4 hours of training. Training typically is on-line and/or hybrid using Board on Track training modules. All participants receive certification through the Tennessee Charter School Center. **(Appendix A)**

**h. Describe any facility changes/improvements and their impact on achieving school goals.**

We have invested over two million dollars in facilities maintenance and upgrades since opening in 2014. This funding came from philanthropic supporters of Promise Academy Charter Schools that allowed us to paint the facility; inside and outside, improve HVAC, installed energy efficient lighting, added some fencing to secure scholars while playing on the playground, upgraded the internet infrastructure, and a myriad of other facility improvements.

**i. Explain why the school's operational condition merits renewal of its charter agreement.**

Promise Academy has demonstrated an ongoing commitment to ensure that our facilities are safe, clean, orderly environments that are conducive to student learning. This commitment will not waiver as it is clearly stated in our mission statement, "To educate, develop, and nurture the mind, body and spirit of children so that they emerge as lifelong learners and world-ready leaders.

This mission drives our financial commitment to promote a high quality, well maintained and visibly appealing facility. Our facilities have met every metric by our current LEA in terms of school and operational safety, we continuously strive to demonstrate excellence in our practices in terms of operational excellence.

### **Section III - Financial Health**

**a. Address progress toward meeting the financial goals outlined in the charter agreement, if applicable.**

Meeting financial goals is just one aspect of running a successful charter school, but it is a crucial one. Because we have closely monitored our allocations and operated with students in mind, we have been able to invest in high-quality programs and resources for our students, attract and retain top-notch educators, and maintain a safe and welcoming learning environment. The network adopted and followed its Fiscal Policies and Procedures Guide that are based on State Guidelines. The school also follows the Tennessee Internal School Uniform Accounting Policy, Administration of Federal Education Programs Aligned with the Requirements of the New Uniform Grant Guidance, and COSO Internal Control and Compliance Manual. We have met all financial requirements and expectations as outlined in the charter agreement. We have increased our spending allocations to make our compensation packages commensurate with other local charter schools and LEA's while maximizing the support of philanthropic partners to provide our scholars with an enriching educational experience. We are in good standing financially and are in the process of creating a five-year financial plan that will allow us to invest in teacher recruitment and retention. We recently developed a five-year strategic plan that will allow us to gradually increase pay for our staff that will allow us to recruit and hire the very best.

We recognize that we are currently "Off track" in the Financial Performance section of the cumulative performance framework; however, it is important to note that this status is the result of a delay in ESSER and Federal reimbursements that were simply outside of our control. Even with these challenges, our philanthropic partners and board members demonstrated their commitment to Promise by providing financial assistance to ensure that our financial obligations were met until reimbursements were deposited. This commitment is ongoing, and a letter of support is provided. **(See Appendix C)**

Finally, we have contracted with GT3, a reputable school finance consulting firm, to manage our finances and provide budgeting support. With their support we have created a four-year budget projection using historical budget information. This information is based on ASD funding formulas and the most recent information that has been made available to us by the Tennessee Public Charter Schools Commission **(Appendix D)**. Each of the budget years end with a surplus that we are optimistic about. We anticipate a much higher amount than forecasted but chose to include a more conservative amount because more information is still pending from the state on TISA projections.

**b. Report on the fiscal management of the school during the current charter term based on previously submitted audits, including A-133 audits if applicable, and financial reports.**

Promise Academy has received clean audit opinions since its inception and throughout the duration of the charter agreement. Clean audit opinions for the June 30, 2018, to 2021 audits. No internal control or compliance findings from 2019 – 2021. No single audits were required from 2018-2021. A single audit will be performed on Spring Hill for the 2022 audit.

Finances are overseen by the board's finance committee. The finance committee is comprised of the Treasurer who is a CPA and former school auditor for Watkins Uiberall with 3 years' experience on the board, another member is CPA who is CFO of a local investment management and advisory fund with 10+ years' experience on the board, and the third member is an investment management expert with 10+ years' experience on the board. The CFO and Executive Director oversee the budget and approve all major expenses. Both have extensive experience in charter school finance and operations and have been employed by Promise Academy Spring Hill since its inception. The Executive Director is also a former school superintendent while the CFO has 15 years of public accounting experience. The school also partnered with GT3, a school finance firm that specializes in public charter schools financing, for additional back-office support as needed. Because of our network's financial practices, we have met, and exceeded financial expectations. Where the average BEP for schools in TN is approximately \$10,000.00 per student, Promise typically allocates close to \$15,000.00 per student. We are hopeful to decrease this to approximately \$12,000.00 per student and use additional funds for teacher and staff incentives. A copy of the previous years' audited financials is uploaded to the Teams folder.

**c. Address the alignment between expenditures and the school's mission, plans for student academic growth, and staff professional development.**

Last summer, 2022, the Board of Directors, Executive Director, and Network Leadership Team completed a three-day retreat following the release of the Baldrige Assessment. During this retreat we created the following vision and mission statements: Our vision is to be *THE model of excellence and innovation in education* and our mission is to educate, develop, and nurture the mind, body, and spirit of children so that they emerge as life-long learners and world-ready leaders. With this new direction, our financial lens and practices are designed to accomplish this mission and vision in the following six areas: 1) Teaching & Learning, 2) Parent & Community, 3) Technology, 4) Operations and Facilities, and 5) Human Resources, and 6) Finances. Our practices and investments in these six areas are developed and monitored by our Finance Committee, Board of Directors, and Executive Director with an evaluative process that ensures alignment with our vision and mission.

**d. Review how any significant fiscal challenges were addressed during the current charter term.**

The last two years with ESSER 1.0-3.0 in the Tennessee Achievement School District presented significant financial challenges because these funds were allocated and spent but reimbursements still have not been refunded. The process has been delayed in large part due to staffing changes at the TN ASD and lack of clarity beyond our control. We were able to maneuver through these challenges by securing funding from philanthropic partners and decreasing spending in other areas that are not critical to student learning such as staff outings, food for professional development, network outings, etc. We revised our budget in late December to reflect these changes and we have remained open, honest, and transparent about our challenges with our board, staff, parents, and stakeholders. We also remain in constant communication with leadership at the ASD and now the Tennessee Public Charter Commission about these challenges and are providing updates on our financial status and plans for the future. Our current financial picture is promising, and we are optimistic that we will recoup these funds within the next two months.

**e. Describe efforts to operate the school in a financially sound and transparent manner.**

Our approved budgets are listed on our website and hard copies are available to parents and community members when requested. The Executive Director hosts an annual State of the Network Assembly where budget information is shared with parents and community members. We invite parents and staff to participate in budget discussions and decisions in April-June before the new fiscal year begins on July 1. We also host quarterly Title I parents meetings to invite parents to share their input on how Title I and other federal funds should be allocated.

**f. Explain why the school's financial condition merits renewal of its charter agreement.**

Promise Academy has met and exceeded financial obligations and expectations that are established by TN State Code and the ASD's financial and fiduciary practices that were a part of the quarterly milestone and end of year reports, and we have received clean audits throughout the duration of the charter agreement. Our financial forecasts are bright with no indication that we are in jeopardy of operating with financial deficiencies.

**Section IV – Future Plans/Projections**

Provide an overview of the charter school's future goals and plans for their achievement, including:

**a. Academics and updated academic benchmarks.**

We are committed to ensuring that at least 85% of our scholars meet or exceed their growth goal on IREADY every year and 100% of our scholars will grow at least one STEP every year. We aim to increase TCAP proficiency levels by at least 10% each consecutive year.

**b. Organizational changes (if applicable)**

We recently revised our mission and vision statements to best reflect our future. Our goal is to be a model of excellence in terms of our educational programming. We are restructuring our organizational structure to ensure that our scholars have the most knowledgeable teacher in front of them. This means that our coaching staff will become content teachers and teach several sections of classes. They will be responsible for planning and delivery of instruction without the responsibility of coaching adults. We will employ a network academic lead who will work directly with Principals, Assistant Principals and Content leads to ensure that our scholars are consistently receiving high quality, rigorous instruction every day. Our aim is to maintain level 5 status by increasing our proficiency levels by at least 10% each consecutive year.

**c. Expansion (if applicable)**

N/A

**d. Facility improvements**

We are in the process of making significant facility improvements as the result of a grant from the state that we were awarded earlier this year. These improvements include: 1) Intercom and safety alert system, 2) electronic gate to increase safety by limiting access to our staff and parent parking area, 3) installing energy efficient lighting throughout the building, and a new roof system is planned for 2024.

**e. Projected financial security**

Promise Academy has a history of being fiscally responsible and sound. We are committed to maintaining this standard and are planning to allocate at least 25% (approximately \$250,000) of our annual budget from philanthropy to provide more competitive pay for teachers.

Our four-year projections demonstrate that we are on the path to more secure financial sustainability even as ESSER funds become obsolete.

**f. Operational Management**

Our Chief Operations Officer leads this work with the Executive Director. We are in the process of completing a five-year operational plan that will position Promise to be a standard in terms of our operational systems in the following areas: 1) Facilities and Maintenance, 2) Human Resources, 3) Technology, 4) Data. We are using Power BI as a platform that will allow us to track our progress and make this available to our stakeholders.

**g. Addressing any past academic, organizational, or financial deficits.**

Our planned organizational restructuring model will have an impact on instruction and finances. Although we have never operated in a deficit, we are anticipating saving at least \$300,000 annually by reducing the number of administrative staff.

We are planning to continue our partnership with GT3 for the foreseeable future and add additional front office finance support at the network level to provide updates for internal and external purposes.

We have secured philanthropy for the next four years at a minimum of \$300,000 per year to address any unforeseen emergencies or lag in the reimbursement process.

## **Appendices**

Renewal applicants may append documents supporting the renewal application. Any appendices should be clearly labeled and referenced in the narrative of the application.

Appendix A

CMO Network	Board Member Name	Charter Board Fundamentals	Strategically Recruiting your Sustainable Governance Team	Developing & Supporting your Board – CEO Partnership	Structuring your Board for Success	Make your Meetings Matter	Governing for Growth	Compliance Status
Promise Academy	Teresa Jenkins		Complete	Complete	Complete	Complete		Complete
	Emily Woodside	Complete	Complete	Complete	Complete	Complete	Complete	Complete
	Mary Garrison	Complete	Complete	Complete		Complete		Complete
	Colenzo Hubbard							Not Complete
	Russ Wigginton	Complete	Complete	Complete	Complete	Complete	Complete	Complete
	Patricia Emory-Walker	Complete	Complete	Complete	Complete	Complete		Complete
	Diana Burton		Complete	Complete	Complete	Complete		Complete
	Carol Russell	Complete		Complete	Complete	Complete	Complete	Complete
	Johnny Moore	Complete			Complete			Not Complete
	Grady Garrison	Complete	Complete	Complete		Complete		Complete
	Stephanie Chittom	Complete	Complete	Complete	Complete	Complete	Complete	Complete
	Tom Beazley	Complete	Complete	Complete		Complete	Complete	Complete
	Charles Gerber	Complete	Complete	Complete	Complete			Complete



November 16, 2022

3796 Frayser-Raleigh Road  
Memphis, TN 38128

Mr. Patrick Washington,

This letter is regarding your impending eligibility for the Achievement School District (ASD) and local district eligibility options as a designated Comprehensive Support and Improvement (CSI) school.

T.C.A § 49-1-614 states, If, at any time, an ASD-authorized charter school meets the priority exit criteria set forth in the state's accountability model, then the school may apply to the LEA or the commission for a new charter agreement with a term not to exceed the term of the initial ASD charter agreement.

Congratulations! Promise Academy Spring Hill Campus has met priority exit status by obtaining a 17% overall success rate for SY21-22.

In looking ahead to your ending year 2023-2024, the options that are tentatively available consist of the following:

- Apply to Home District
- Apply to Charter Commission
- Remain in the ASD

The Achievement School District will continue to provide the resources needed to help you make an informed decision in planning for the remainder of this school year.

Sincerely,

A handwritten signature in cursive script that reads 'Robin Copp'.

Robin Copp  
Assistant Commissioner of the Division of School Turnaround|  
Interim Superintendent of School Turnaround

**Fleetwood Foundation**

**One Commerce Square, 40 S Main St  
Suite 1900  
Memphis, TN 38103-551**

TO: Tennessee Public Charter Schools Commission

RE: Letter of Support for TPCSC Application

DATE: December 28, 2022

This letter serves as support for Promise Academy Spring Hill's application to the Tennessee Public Charter Schools Commission. The Fleetwood Foundation has supported Promise Academy Spring Hill since its inception in 2014. This support has included financial support for curriculum adoption, teacher recruitment, retention and development, family and student support services, and several activities to enhance the learning experience for students. Our support is well documented, and we are committed to continuing this support in the future. Responses to your specific questions are as follows:

1. The name of the fund: The Fleetwood Foundation, established 2011
2. Current fund levels: The fund maintains a minimum balance of \$500,000. Funds are contributed to the account at the beginning of each fiscal year which is July 1<sup>st</sup> from a variety of sources; individuals and foundations that are supporters of Promise Academy Charter Schools i.e., The Community Foundation of Memphis.
3. Information about current/future commitments and support: Current support is approximately \$275,000 for the 2022-2023 school year. Funds will continue to be available for the 2023-2024 school year depending on parameters established by Promise Academy Spring Hill and the Lavinia Group.
4. Any requirements of the use of the revenue: The grant is in support of the Lavinia Group initiative that began in March 2022. Funds are typically requested by the Executive Director at Promise Academy or the Board of Directors. The Fleetwood Board makes the final decision on a case-by-case basis. The funds are for the sole purpose of ensuring that Promise Academy can provide the highest quality education to our students.

Feel free to contact me with any questions that you may have regarding this letter and our support of Promise Academy Spring Hill.

Sincerely,



Thomas A. Beazley

Executive Director, Fleetwood Foundation



## GERBER | TAYLOR

TO: Tennessee Public Charter Schools Commission

FROM: Charles Gerber

RE: Letter of Support for TPCSC Application

DATE: December 28, 2022

This letter serves as support for Promise Academy Spring Hill's application to the Tennessee Public Charter Schools Commission. As a founding board member of the Promise Academy Charter Schools network, I have demonstrated a financial commitment to both schools since our beginning in 2005. This support has included capital improvements, building acquisition, curriculum adoption, teacher recruitment, retention and development, family and student support services, and several activities to enhance the learning experience for students. My support of Promise Academy Spring Hill comes from 4 distinct sources. Each of these will be available to provide supplemental funding for both PA schools well into the future. Those sources are: The Meg and Charles Gerber account at the Memphis Community Foundation, The Fleetwood Foundation, The Promise Academy Support Fund, and personal donations made annually. Responses to your specific questions are as follows:

1. The name of the fund – The Charles & Meg Gerber Fund
2. Current fund levels – Fund balances fluctuate each year as funds are contributed annually. Our commitment is to maintain an annual fund balance to support students at \$1,000 per student enrolled at Promise Academy.
3. Information about current/future commitments and support – Support of Promise Spring Hill since 2014 is \$1,763,903.31. Our commitment is to continue to support Promise well into the future.
4. Any requirements of the use of the revenue – Funds are to be use for the sold purpose of ensuring the highest quality education for students at Promise Academy.

We are happy to share additional information and documentation regarding these sources if the commission desires. Feel free to contact me with any questions that you may have regarding this letter and our support of Promise Academy Spring Hill.


Sincerely,



Charles Gerber

Founding Board Member


Appendix D

PROMISE ACADEMY						
Multi-Year Forecast						
SPRING HILL						
	CURRENT YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
	Forecast 2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
						
<b>ENROLLMENT</b>						
Total	360.00	360.00	360.00	380.00	380.00	
ADM%	100%	98%	98%	98%	98%	
ADM	360.00	352.80	352.80	372.40	372.40	
<b>ACCOUNT NAME</b>						
<b>REVENUE</b>						
<b>Charges for Current Services</b>						
44130-3 · Supplies & Materials	\$75	\$77	\$78	\$80	\$81	Miscellaneous fees
43990-1 · Field Trips	\$5,000	\$5,100	\$5,202	\$5,306	\$5,412	Field Trip Income
<b>Total Charges for Current Services</b>	<b>\$5,075</b>	<b>\$5,177</b>	<b>\$5,280</b>	<b>\$5,386</b>	<b>\$5,493</b>	
<b>Other Local Revenues</b>						
44575 · Other Gifts and Donations	\$364,063	\$360,000	\$360,000	\$380,000	\$380,000	Philanthropic Commitments from long-standing partners
44575-4 · Local Grant Revenue	\$469,319	\$939,000	\$951,900	\$965,187	\$978,873	Additional donations for aftercare programming, Lavinia Group work, and other academic efforts
44575-7 · First 8 Grant/SEL Grant	\$128,000	\$129,280	\$130,573	\$131,879	\$133,197	First 8 PK revenue
44146 · E-rate Discount	\$30,000	\$30,600	\$31,212	\$31,836	\$32,473	E-rate, based on PY trend
44575-5 · Commission Income	\$100	\$102	\$104	\$106	\$108	Snacks sales
46515 · VPK Revenue	\$167,576	\$170,928	\$174,346	\$177,833	\$181,390	VPK reimbursement by Porter Leath
44130-4 · Fundraiser Income	\$1,872	\$1,909	\$1,948	\$1,987	\$2,026	Fundraiser income
<b>Total Other Local Revenues</b>	<b>\$1,160,931</b>	<b>\$1,631,819</b>	<b>\$1,650,083</b>	<b>\$1,688,828</b>	<b>\$1,708,067</b>	
<b>State of Tennessee</b>						
46511 · Basic Education Program/TISA	\$3,577,109	\$4,104,122	\$4,186,205	\$4,507,147	\$4,597,290	BEP in 22-23; TISA from 23-24 on, estimate 2% YOY increase
Per Pupil Facilities/Competitive Facilities Grant	\$95,956	\$97,875				Assumes doesn't recur, conservatively
DHS ARA Subgrant	\$55,069					DHS ARA subgrant; Assumes doesn't recur
Epidemiology & Laboratory Capacity Grant		\$96,765				Awarded Epidemiology grant - conservatively assuming non-recurring
<b>Total State of Tennessee</b>	<b>\$3,728,134</b>	<b>\$4,201,997</b>	<b>\$4,186,205</b>	<b>\$4,507,147</b>	<b>\$4,597,290</b>	
<b>Federal Government</b>						
47141 · Title 1	\$503,634	\$513,706	\$523,981	\$534,460	\$545,149	Title I, based on PY trend with ASD
47309 · ESSER 3.0 CARES Act Funding	\$428,210	\$0	\$0	\$0	\$0	Full amount of remaining ESSER projected in 22-23
47590-2 · Turnaround Action Grant(TAG)	\$0	\$134,712	\$0	\$0	\$0	TAG, Curriculum Resources (Math, Reading, Science, and other interventional materials); Removed conservatively in years 2-4
47143 · Special Education - IDEA	\$62,227	\$63,472	\$64,741	\$66,036	\$67,357	IDEA, covering student services (OT, speech, etc.)
47145 · Special Ed-Preschool IDEA	\$16,140	\$16,463	\$16,792	\$17,128	\$17,470	IDEA Pk, covering student services (OT, speech, etc.)

**PROMISE ACADEMY**

**Multi-Year Forecast**


**SPRING HILL**

	CURRENT YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
	Forecast 2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
 47189 · Title II Prof Development	\$34,837	\$35,533	\$36,244	\$36,969	\$37,708	<i>Title II based on PY Trend</i>
<b>Total Federal Government</b>	<b>\$1,045,048</b>	<b>\$763,886</b>	<b>\$641,758</b>	<b>\$654,593</b>	<b>\$667,685</b>	
<b>TOTAL REVENUE</b>	<b>\$5,939,187</b>	<b>\$6,602,880</b>	<b>\$6,483,326</b>	<b>\$6,855,954</b>	<b>\$6,978,536</b>	
<b>EXPENSE</b>						
<b>Personnel</b>						
Salaries	\$2,460,904	\$2,969,802	\$3,058,896	\$3,150,663	\$3,245,183	<i>Staffing for PASH, inclusive of YOY raises</i>
Benefits and Taxes	\$484,120	\$593,960.40	\$611,779.21	\$630,132.59	\$649,036.57	<i>Benefits, including TCRS pension, medical, dental, etc.</i>
<b>Total Personnel</b>	<b>\$2,945,023</b>	<b>\$3,563,762</b>	<b>\$3,670,675</b>	<b>\$3,780,796</b>	<b>\$3,894,219</b>	
<b>Contracted Services</b>						
389 Student Health Services	\$61,931	\$63,170	\$64,433	\$65,722	\$67,036	<i>Student Health Services (Well Child)</i>
301 Accounting and Finance Services	\$35,000	\$50,000	\$51,000	\$52,020	\$53,060	<i>Finance and Accounting (GT3 Group)</i>
302 Advertising	\$8,605	\$10,000	\$10,200	\$10,404	\$10,612	<i>Advertising Costs (including job posts, other marketing efforts)</i>
305 Audit	\$32,000	\$32,000	\$32,640	\$33,293	\$33,959	<i>Audit Fees</i>
307 Communication	\$24,898	\$25,000	\$25,500	\$26,010	\$26,530	<i>Phone services - AT&amp;T, Call/Textem all</i>
316 SPED Contracted Services	\$133,505	\$136,175	\$138,899	\$141,677	\$144,510	<i>Therapy Services - UT Le Bonheur Pediatric Specialists; Lakeside Behavioral Health services</i>
320 Dues & Memberships	\$8,840	\$9,017	\$9,197	\$9,381	\$9,569	<i>TCSC Dues, Other dues and subscriptions</i>
322 Evaluation & Testing	\$3,500	\$3,570	\$3,641	\$3,714	\$3,789	<i>Evaluation tools</i>
325 Authorizer Fee	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000	<i>Hold for authorizer fees</i>
328 Janitorial Service	\$102,159	\$117,600	\$119,952	\$122,351	\$124,798	<i>Janitorial Services</i>
331 Legal Service	\$3,972	\$5,000	\$5,000	\$5,000	\$5,000	<i>Allocation for necessary legal services as needed</i>
359 Disposal Fees	\$5,898	\$6,075	\$6,257	\$6,445	\$6,638	<i>Waste disposal based on trend</i>
369 Substitute Teachers	\$54,011	\$55,632	\$57,301	\$59,020	\$60,790	<i>Enrichment, Yoga, based on PY contracted rate</i>
370 Contracted Instruction Services	\$166,772	\$171,775	\$176,929	\$182,236	\$187,704	<i>Other instructional services</i>
393 Contracted Transportation	\$73,019	\$75,209	\$77,465	\$79,789	\$82,183	<i>Student Transportation (1 Bus at Springhill)</i>
399 Other Contracted Services	\$8,571	\$8,829	\$9,093	\$9,366	\$9,647	<i>Other general contracted services, based on PY trend</i>
399-1 Aftercare Contracted Serv	\$109,319	\$180,000	\$185,400	\$190,962	\$196,691	<i>Aftercare Services</i>
399-2 Pest Control	\$2,167	\$2,232	\$2,299	\$2,368	\$2,439	<i>Termite and Pest Control</i>
399-3 Lawn Maintenance	\$9,382	\$9,664	\$9,954	\$10,252	\$10,560	<i>Landscaping Monthly fees</i>
399-4 Security Service	\$6,204	\$6,390	\$6,581	\$6,779	\$6,982	<i>Security Services</i>

**PROMISE ACADEMY**

**Multi-Year Forecast**


**SPRING HILL**

	CURRENT YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
	Forecast 2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
						
399-5 Other Maintenance Services	\$29,730	\$30,622	\$31,540	\$32,487	\$33,461	Maintenance baset on PY Trend
399-6 Payroll, Docusign, Cobra, Erate	\$5,000	\$5,150	\$5,305	\$5,464	\$5,628	Payroll and other HR services/tools
399-7 PK Contracted Services	\$591,624	\$609,373	\$627,654	\$646,484	\$665,879	PK Classrooms - operated by third-party
399-9 Shared Services Expenses	\$273,385	\$50,000	\$51,500	\$53,045	\$54,636	Y1 includes Salaries and overhead Y2 on overhead only, salaries included above in personnel
524 InService/Staff Development	\$360,000	\$250,000	\$257,500	\$265,225	\$273,182	Lavinia Group work
535 Fee Waivers & Field Trips	\$11,508	\$11,854	\$12,209	\$12,576	\$12,953	Event Supplies, based on trend
<b>Contracted Services Total</b>	<b>\$2,117,502</b>	<b>\$1,959,336</b>	<b>\$2,012,450</b>	<b>\$2,067,069</b>	<b>\$2,123,236</b>	
<b>Supplies and Materials</b>						
336 Maintenance & Repair-Equipm	\$72,596	\$74,774	\$77,017	\$79,328	\$81,708	Maintenance of Equipment, based on PY trend
400-1 Aftercare Supplies	\$3,362	\$3,463	\$3,567	\$3,674	\$3,784	Aftercare supplies
410 Custodial Supplies	\$17,607	\$18,135	\$18,680	\$19,240	\$19,817	Custodial Supplies- Trashbags, paper towels, tissue, soap, etc.
411 Data Processing Supplies	\$256	\$264	\$272	\$280	\$289	HID Cards
415 Electricity	\$116,479	\$119,974	\$123,573	\$127,280	\$131,098	Utilities and Electricity
422 Food Supplies	\$5,668	\$5,838	\$6,013	\$6,194	\$6,379	Food supplies (catering, snacks, etc.)
429 Instructional Supplies & Ma	\$40,989	\$42,218	\$43,485	\$44,789	\$46,133	Various Vendors - instructional and classroom supplies and materials
429-2 SPED Supplies	\$1,268	\$1,306	\$1,345	\$1,385	\$1,427	SPED Zoom subscription and staff supplies stipends; Adobe subscription
434 Natural Gas	\$10,558	\$10,875	\$11,201	\$11,537	\$11,883	Gas services - MLGW
435 Office Supplies	\$3,145	\$3,239	\$3,336	\$3,436	\$3,539	Various Vendors - supplies, fish tank cleaning,
435-1 Meals	\$18,329	\$18,879	\$19,445	\$20,028	\$20,629	Various Vendors - Staff meals and events
435-2 Staff Shirts & Uniforms	\$2,492	\$2,566	\$2,643	\$2,723	\$2,804	Staff Shirts and Uniforms
449 Textbooks	\$98,725	\$100,699	\$102,713	\$104,768	\$106,863	All Memphis Curriculum; Other Curriculum and Text books
451 Uniforms	\$1,500	\$2,000	\$2,500	\$3,000	\$3,090	Uniforms
454 Water & Sewer	\$6,433	\$6,626	\$6,825	\$7,030	\$7,241	MLGW Water and Sewer
492 Instructional Software	\$67,403	\$69,425	\$71,507	\$73,653	\$75,862	Instructional Software
418 Copier	\$30,998	\$31,928	\$32,886	\$33,873	\$34,889	Printer services
499 Other Supplies	\$11,644	\$11,994	\$12,354	\$12,724	\$13,106	Non-instructional supplies, based on trend
499-1Classroom Technology Suppl	\$12,808	\$13,193	\$13,588	\$13,996	\$14,416	Allocation for smaller classroom technology needs
499-4 - Holiday Monarch	\$2,438	\$2,511	\$2,587	\$2,664	\$2,744	Holiday materials
<b>Supplies and Materials Total</b>	<b>\$524,699</b>	<b>\$539,907</b>	<b>\$555,537</b>	<b>\$571,601</b>	<b>\$587,702</b>	
<b>Capital Expenses</b>						
Building/Facilities Improvements		\$194,640				Facilities expenditures for the Competitive Facilities grant and Epedmiology grant that were awarded to PASH
722-2 Furniture & Fixtures		\$25,000	\$25,500	\$26,010	\$26,530	Held allocation for furniture/replacement
722-3 Technology Equipment	\$117,407	\$80,000	\$81,600	\$83,232	\$84,897	Allocation for Tech needs (e.g. computers, projectors, etc.)
	\$0					
<b>Capital Expenses Total</b>	<b>\$117,407</b>	<b>\$299,640</b>	<b>\$107,100</b>	<b>\$109,242</b>	<b>\$111,427</b>	

**PROMISE ACADEMY**

**Multi-Year Forecast**

**SPRING HILL**

	CURRENT YEAR	YEAR 1	YEAR 2	YEAR 3	YEAR 4	
	Forecast 2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	
						
<b>Debt Service</b>						
604 - Interest on Notes	\$9,428	\$5,000	\$5,100	\$5,202	\$5,306	<i>Hold for small amount of LOC interest as needed</i>
<b>Debt Service Total</b>	<b>\$9,428</b>	<b>\$5,000</b>	<b>\$5,100</b>	<b>\$5,202</b>	<b>\$5,306</b>	
<b>Other</b>						
306 Bank Charges	\$2,428	\$2,477	\$2,526	\$2,577	\$2,628	<i>Banking and AP system fees and charges</i>
500 Other Charges						
502 Bldg & Content Insurance	\$3,838	\$3,915	\$3,993	\$4,073	\$4,155	<i>Insurance (Other is included in shared costs)</i>
533 Background Checks	\$67	\$68	\$70	\$71	\$73	<i>Employee background checks - L-1 Enrollment</i>
599 Other Charges	\$35	\$36	\$36	\$37	\$38	<i>Tennessee Secretary of State - Annual filing fee</i>
599-1 Staff Appreciation	\$1,367	\$1,394	\$1,422	\$1,450	\$1,479	<i>Staff appreciation (E.g. food, supplies)</i>
Other Costs	\$31,519	\$0	\$0	\$0	\$0	<i>Other Expenses</i>
Grant Holding	\$55,069	\$0	\$0	\$0	\$0	<i>In 22-23 ARA subgrant expenses (Payable to Porter Leath)</i>
<b>Other Total</b>	<b>\$94,323</b>	<b>\$7,890</b>	<b>\$8,048</b>	<b>\$8,209</b>	<b>\$8,373</b>	
<b>TOTAL EXPENSES</b>	<b>\$5,808,383</b>	<b>\$6,375,535</b>	<b>\$6,358,911</b>	<b>\$6,542,119</b>	<b>\$6,730,263</b>	
<b>NET INCOME</b>	<b>\$130,804</b>	<b>\$227,344</b>	<b>\$124,415</b>	<b>\$313,835</b>	<b>\$248,273</b>	<i>Overall, PASH is anticipating a moderate surplus each year for the next 5 years, helping to strengthen cash on hand. Should assumptions shift materially, PASH is prepared to adjust this budget accordingly</i>

## Ratings and Criteria

Pursuant to T.C.A. § 49-13-121, an authorizer shall consider the charter school's renewal application, its annual progress reports, and its renewal performance report when deciding whether to approve or deny the charter school's renewal application.

In addition to the charter renewal application, evaluators may review other materials, including:

- the charter school's annual report(s);
- the local school board's performance report(s) for the charter school;
- the local school board's annual report(s);
- the local school board site visit report and any responses submitted by the charter school regarding the local school board's visit findings; and
- correspondence from the LEA to the governing body regarding the status of the school during the term of the charter and any plans of correction required by the LEA of the governing body.

The State Board of Education has adopted Quality Charter Authorizing Standards in [Policy 6.111](#). Standard 5(b) addresses renewal decisions based on merit and inclusive evidence. This Standard provides that a quality authorizer “[b]ases the renewal process and renewal decisions on thorough analyses of a comprehensive body of objective evidence defined by the performance framework in the charter agreement” and “[g]rants renewal only to schools that have achieved the standards and targets stated in the charter agreement, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.” An application that merits a recommendation for renewal should satisfy each of these criteria.

In addition, Standard 5(d) indicates that the authorizer's renewal process should be fair and transparent. The Standard provides that a quality authorizer “[c]learly communicates to schools the criteria for charter revocation, renewal, and non-renewal decisions that are consistent with the charter agreement, including any policy changes thereto.” Authorizers must follow these guidelines when developing their renewal processes. A model scoring rubric is provided below but is not required to be used by authorizers. If authorizers choose to develop their own scoring rubric, they should share their rubric with charter schools along with their performance report due on January 1.



Model Scoring Rubric

Within each section, specific criteria define the expectations for a thorough response that "Meets the Standard." Evaluators will rate the responses by applying the following guidance:

Rating	Characteristics
Meets or Exceeds Standard	The record includes specific and accurate evidence that the school generally demonstrated success in meeting and upholding the terms of the charter agreement.
Partially Meets Standard	The record meets the criteria in some aspects but lacks sufficient evidence that the charter school is meeting the terms of the charter agreement in one or more areas.
Does Not Meet Standard	The record provides evidence that the charter school committed a violation of its charter agreement, failed to meet or make sufficient academic progress, and/or failed to meet generally accepted standards of fiscal management.

SECTION 1: ACADEMIC SUCCESS

Characteristics of a strong record:

- The school has been faithful to its mission and vision, and to its academic focus and plan. ▪ The school met or made sufficient progress toward achieving academic goals as defined in its charter agreement.
- The school has demonstrated strong academic achievement and growth results over the course of the current charter term, as measured by state assessments and TVAAS scores.
- The school consistently met or exceeded expectations on the local board's annual performance evaluation.
- There is sufficient evidence that the school uses data to evaluate the effectiveness of its academic program, inform instructional practice, evaluate teacher effectiveness, and implement professional development.
- The school has made progress toward closing achievement gaps for all students. ▪ The school demonstrates clear and compelling evidence of successful student outcomes for diverse learners.
- The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly.
- The school's academic outcomes merit renewal of the charter.

INITIAL REVIEW

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Source

Concerns/Questions

Source



SECTION 2: OPERATIONAL STABILITY

Characteristics of a strong record:

- The school has met or made significant progress toward achieving the operational goals outlined in the charter agreement.
- The school consistently met or exceeded expectations on the local board's annual performance evaluation.
- The school has consistently operated at or near capacity and effectively addresses student attrition. ▪ The school provided clear and compelling evidence of parent and student satisfaction and community support.
- The school has demonstrated the capacity of its governing board and school leadership to effectively govern the school.
- The school has demonstrated the ability to provide a safe environment for its staff and students, making facility changes/improvements as needed.
- The school consistently addresses the physical, social, emotional and health needs of its students. ▪ The school has evidence of effective teacher retention, professional development, well-functioning organizational structures, and personnel stability.
- The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly.
- The school's operational condition merits renewal of the charter.

INITIAL REVIEW

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Source

Concerns/Questions

Source



SECTION 3: FINANCIAL HEALTH

Characteristics of a strong record:

- The application provided a detailed description of the school's fiscal health.
- The school has consistently met generally accepted standards of fiscal management. ▪ The school is fiscally sound and consistently receives clean financial audits with no findings. ▪ The school consistently met or exceeded expectations on the local board's annual performance evaluation.
- The school met or has made sufficient progress toward meeting financial goals outlined in the charter agreement.
- The school has demonstrated a clear alignment between expenditures and the school mission, academic growth, and staff development.
- The school has addressed any fiscal challenges effectively during the current charter term. ▪ The school did not receive any notices of concern or other interventions from the LEA or, if received, corrected the finding quickly.
- The school's financial condition merits renewal of the charter.

INITIAL REVIEW

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Source

Concerns/Questions

Source



SECTION 4: FUTURE PLANNING

Characteristics of a strong record:

- The school's future goals and plans for goal achievement are rigorous, measurable, and attainable. ▪ Growth plans are robust, detailed, and strategic.
- Changes to academic benchmarks and/organizational structures reasonable given the school's current standings.
- Plans for addressing any past academic, organizational, and/or financial deficits are comprehensive and realistic.
- The school provides a viable plan for its goals for the next charter term and demonstrates the capacity to meet its goals, if renewed.

INITIAL REVIEW

Meets or Exceeds Standard

Partially Meets Standard

Does Not Meet Standard

Strengths

Source

Concerns/Questions

Source



**OVERALL SUMMARY**

Evaluators: Please use the space below to provide a summary statement of whether or not the charter agreement should be renewed and provide support for the overall recommendation based on evidence contained within the materials reviewed.

A charter school should be renewed if it did not commit a material violation of its charter agreement, met or made sufficient progress toward the performance expectations in its charter agreement, and generally met the accepted standards of fiscal management. Does this charter school's academic outcomes, operational condition, financial condition, and goals for the next charter term merit renewal?

**INITIAL REVIEW**

Recommend for Renewal

Recommend for Denial

**Summary of Key Evidence and Areas of Concern to Support Recommendation**