



TENNESSEE
PUBLIC CHARTER SCHOOL COMMISSION

Charter Application

**For use by Achievement School District Charter Schools
applying to Tennessee Public Charter School Commission**

Opening in the 2022-23 School Year

DRAFT

APPLICATION COMPLETION AND SUBMISSION INSTRUCTIONS

Introduction

This application is designed for use by charter school operators currently operating within the Achievement School District (ASD) and seeking to apply for authorization by the Tennessee Public Charter School Commission (Charter Commission). A separate application shall be submitted for each charter school.

Prior to Submission

Before starting a charter school application to the Charter Commission, charter school operators shall:

- Be eligible to apply to the Charter Commission through T.C.A. § 49-1-614(k)(2)(B) or T.C.A. § 49-1-614(k)(4).
- Submit a letter of intent on or before October 15th to the Charter Commission.
- Review all elements of the Tennessee Public Charter Schools Act (Tennessee Code Annotated Title 49, Chapter 13).
- Review the performance framework, rules, policies, and procedures on the [Tennessee Public Charter Commission Website](#).
- Review the State Board of Education's [Quality Charter School Authorizing Standards](#) (Policy 6.111)

Format

- The application, excluding attachments and budget worksheets, may not exceed 250 pages. The inclusion of the original application does not count towards the 250-page limit.
- The application should be submitted to the Charter Commission via email to CharterSchool.Appeals@tn.gov. Due to email size limits, the application must be submitted via an online file sharing system (Box.Com, Google Drive, Dropbox, etc).
- Each section and attachments of the application should be clearly labeled, and the application should be submitted as one PDF document including all attachments and the budget.
- All pages in the application (after the table of contents) should be numbered sequentially (e.g., 1 of 178).
- The original, approved charter application must be included as **Attachment R**.
- In addition, one Excel version of the school budgets should be submitted.

Submission

A completed application must be submitted to the Charter Commission and the Tennessee Department of Education (TDOE) on or before November 15th by 11:59 p.m. Central Time. Note: When the November 15th deadline falls on a Saturday, Sunday, or State-observed holiday, the application materials are due the next business day.

An application fee of \$2,500 must be submitted by November 15th. Checks or money orders should be made out to the State of Tennessee – Tennessee Public Charter School Commission. Failure to submit the application fee will result in the application not being accepted by the Charter Commission.

GENERAL INFORMATION

Name of ASD Charter School:

Sponsor of the School:

Name of Primary Contact Person:

School Address:

Primary Contact's Telephone:

Primary Contact's E-Mail Address:

Does this applicant have charter school applications under consideration by any other authorizer(s), including the local board of education? (This is for contextual information only).

Yes _____ No _____

If yes, complete the table below, adding lines as needed:

| State | Authorizer | Proposed School Name | Application Due Date | Decision Date | Proposed opening year |
|-------|------------|----------------------|----------------------|---------------|-----------------------|
| | | | | | |
| | | | | | |

Indicate Applicant Type:

- An ASD-authorized school allowed to apply to the Charter Commission based on the determination of the Commissioner of Education under T.C.A. § 49-1-614(k)(2)(B).
- An ASD-authorized school allowed to apply to the Charter Commission by meeting the priority exits criteria set forth in the state's accountability model under T.C.A. § 49-1-614(k)(4).

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for [Insert Name of School] is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will 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 the authorizer and in compliance with the charter agreement and the Tennessee Public Charter Schools Act;
2. Will 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. Will 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. Will adhere to all provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will 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. Will utilize this application as a contract with the authorizer, if no other agreement is signed, pursuant to Tennessee Attorney General Opinion No. 10-45;
7. Will comply with all provisions of the Tennessee Public Charter Schools Act, including, but not limited to:
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10- 7-503, 504) (guidance is available from the Office of Open Records Counsel);
 - c. not charging tuition;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120, and 127;
 - e. requiring 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; and
8. Will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Printed Name of Authorized Representative

Title of Authorized Representative

SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

1.1 School Mission and Vision

In this section:

- (a) Provide the mission statement for the charter school.
- (b) Describe the vision of the charter school and how the vision helps to achieve the school's mission.
- (c) Describe if the school has achieved its mission while under authorization by the ASD. If not, describe the challenges to achieving the established mission and how the operator plans to overcome these challenges.

1.2 Enrollment Summary

NOTE: Any charter school authorized by Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

In this section:

- (a) As an open-enrollment charter school, describe the community from which the charter school intends to draw students, including the demographic profile and the school zones of the schools also in operation within the community. Note any changes to the community that the school will draw from if authorized by the Charter Commission.
 - a. Discuss the academic performance and enrollment trends of existing schools in that community if your community is changing or expanding from what is currently served under the ASD.
- (b) Describe the specific demographic population of students the school currently served under the ASD and any changes in the population of students that the school will serve under the Charter Commission.
- (c) Describe any enrollment practices, processes, and policies that the charter school will use while authorized under the Charter Commission. Specially address how the school will maintain enrollment projections when moving to a non-zoned, open-enrollment environment.
- (d) Complete the enrollment summary and anticipated demographics charts below.

Number of Students

| Grade Level | Year 1 20__ | Year 2 20__ | Year 3 20__ | Year 4 20__ | Year 5 20__ | Fully Enrolled 20__ |
|--------------------|------------------------|------------------------|------------------------|------------------------|------------------------|--------------------------------|
| K | | | | | | |
| 1 | | | | | | |
| 2 | | | | | | |
| 3 | | | | | | |
| 4 | | | | | | |
| 5 | | | | | | |
| 6 | | | | | | |
| 7 | | | | | | |

| | | | | | |
|---------------|--|--|--|--|--|
| 8 | | | | | |
| 9 | | | | | |
| 10 | | | | | |
| 11 | | | | | |
| 12 | | | | | |
| Totals | | | | | |

| Current Demographics | % of Economically Disadvantaged Students | % of Students with Disabilities | % of English Learners |
|-----------------------------|---|--|------------------------------|
| | | | |

| Anticipated Demographics in Year 1 under Charter Commission | % of Economically Disadvantaged Students | % of Students with Disabilities | % of English Learners |
|--|---|--|------------------------------|
| | | | |

1.3 Academic Focus and Plan

In this section:

- (a) Describe any key academic plan features for the charter school that will differ from the operator’s original application, the rationale for implementing these different features and any new resources they would require. If no key academic plan features will differ, please respond with N/A to this section. NOTE: Reviewers will review the original application for context and may ask questions during the capacity interview regarding the academic program.

1.4 Academic Performance Standards

In this section:

- (a) Describe how the school meet the academic performance standards of the ASD such that is qualified to exit the ASD. How does the school plan to continue this upward trajectory to remain open under the Charter Commission?
- (b) Describe the school’s annual and long-term academic achievement goals to meet the academic performance standards contained within the Charter Commission’s performance framework.
- (c) Describe the process for setting, monitoring, and revising academic achievement goals.
- (d) Describe how the school will implement a corrective action plans if the school falls below state, district and/or its own academic achievement goals.

1.5 High School Graduation and Postsecondary Readiness (high schools only)

In this section:

- (a) Explain how the school ensures all students meet Tennessee graduation requirements in accordance with State Board policy 2.103.
- (b) Provide any evidence of how the school monitors the effectiveness of its graduation

requirements to ensure student readiness for college or other postsecondary opportunities (i.e., trade schools, community colleges, military, or workforce).

- (c) Outline systems or structures the school uses to assist students at risk of dropping out and/or not meeting graduation requirements.

1.6 Assessments

In this section:

- (a) Identify the primary internal assessments the school uses to assess individual student and sub-group learning needs and progress throughout the year. Explain how these internal assessments align with the school's curriculum, performance goals, and state standards.
- (b) Explain how the school collects and analyzes student academic data and uses it to inform instruction and professional development for teachers.

1.7 School Calendar and Schedule

In this section:

- (a) Provide the annual academic calendar for the school and the school's daily schedule by grade as **Attachment A**.
- (b) Explain why the academic calendar and schedule developed is best for student learning. Summarize how the school provides required student services and tiered interventions in its school day.
- (c) Describe how the school will comply with all summer programming required under the Tennessee Learning Loss Remediation and Student Acceleration Act.

1.8 Special Populations

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide services to students with disabilities, English Learners (EL), or other special populations. Each charter operator may attempt to contract with a local school district or other partner to provide services, if needed, but the responsibility to establish all agreements lies with the charter operator.

In this section:

- (a) Describe how the school currently oversees special populations including the members of the leadership overseeing the work.
- (b) Describe the following related to students with disabilities:
 - i. Specific instructional programs, practices, and strategies the school employs to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with disabilities and note any changes to the schools plans under the Charter Commission. Describe any programmatic or contracted services that will change if authorized by the Charter Commission.
 - ii. The current staffing to support students with disabilities, and
 - iii. How the school monitors and evaluates the progress and success of students with disabilities.
- (c) Describe the following related to EL students in accordance with State Board Policy 3.207:
 - i. How the school identifies EL students including how students are screened;

- ii. The specific instructional programs, practices, and strategies the school employs to ensure academic success and equitable access to the core academic program for EL students;
- iii. The current staffing to support EL students and how the school meets the 1:35 teacher to student ratio,
- iv. How the school implements individual learning plans (ILPs) for all EL students; and
- v. How the school monitors and evaluates the progress and success of EL students, including exiting students from EL services.

1.9 School Culture and Discipline

In this section:

- (a) Provide as **Attachment B** the school's Student Handbook and indicate any changes that will be made if authorized by the Charter Commission
- (b) Describe the school culture's and how it promotes a positive academic environment for students
- (c) Describe any challenges the school has had with its culture while authorized by the ASD and any adjustments it made to the culture to improve the academic environment for students.
- (d) How does the school intend to integrate new students into the school culture once it becomes an open-enrollment charter school?
- (e) Provide the student discipline policy as **Attachment C** (if not already included in Attachment B of the school handbook) and indicate any changes that will be made if authorized by the Charter Commission

1.10 Recruitment and Enrollment

NOTE: Any charter school authorized by Charter Commission is an open-enrollment charter school where any eligible student within the geographic district in which the school is located may attend. Any charter school moving from the ASD would lose any defined attendance zone and would be open to any student within the geographic district.

In this section:

- (a) Provide as **Attachment D** the school's Enrollment Policy, which should include the following:
 - i. Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms and run a lottery, if necessary (considering the authorizer's open enrollment and lottery schedule);
 - ii. Nondiscriminatory admission policies, pursuant to T.C.A. § 49-13-107;
 - iii. Any proposed articulation plans or agreements, pursuant to T.C.A. § 49-13-113;
 - iv. Identification of any pre-admission activities for students or parents; and
 - v. Policies and procedures for student waitlists, withdrawals, re-enrollment, and transfers.
- (b) Describe how parents and other members of the community will be informed about the shift from the ASD to the Charter Commission.
- (c) Describe your plan to recruit and retain students, if authorized by the Charter Commission, with particular attention paid toward the shift from zoned enrollment to open enrollment.
- (d) Does the school anticipate any student attrition if authorized by the Charter Commission, and how will the school intent to backfill those students?

1.11 Parent and Community Engagement and Support

In this section:

- (a) What feedback regarding the application to the Charter Commission has been provided by parents and/or the community, and how has this feedback been incorporated into this application?
- (b) Described the operator’s parent and community engagement under the ASD, and how the operator will communicate the change in authorizer if approved by the Charter Commission.
- (c) Provide, as **Attachment E**, any of the following for the application: letters of support, memoranda of understanding, or contracts that indicate the school is welcomed by the community, the community supports the operator continuing to serve the school community, is viewed as an attractive educational alternative, and/or reflects the community’s needs and interests.

SECTION 2: OPERATIONS PLAN AND CAPACITY

2.1 Governance

In this section:

- (a) Describe the current composition and size of the governing board and board committees. Explain how the governance structure and composition ensures the school is an educational and operational success.
- (b) Describe what staff reports to the governing board and how those individual(s) are evaluated.
- (c) Describe plans to recruit additional board members with identified skills and how the governing board has handled board member attrition.
- (d) Describe how the governing board receives training in compliance with Tenn. Code Ann. § 49-13-111 (o) which requires annual board training, as certified by the Tennessee Charter Schools Center and approved by the State Board of Education.
- (e) Describe the circumstances under which complaints are brought to the board and the process for addressing them.

Current Leadership

List all current governing members and their roles on the table below (adding rows as needed).

| Full Name | Current Job and Employer | Focus/Expertise* | Role on Governing Board |
|-----------|--------------------------|------------------|-------------------------|
| | | | |
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Please include the following governance documents as **Attachment F**:

- F1. Articles of Incorporation
- F2. Proof of non-profit and tax-exempt status
- F3. By-laws

- F4. Code of Conduct
- F5. Conflict of Interest Policy
- F6. Board policies (including frequency of meetings, open meetings and open records)

2.2 Facilities

NOTE: There are two facility options an operator needs to prepare for:

- i. If the operator has time remaining on the original charter agreement with the ASD, the charter school has the right to continue to use the LEA's school building for the duration of the initial ten year agreement under the current facility plan (e.g. no rent/lease payments). Upon renewal of the ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.
- ii. If the operator's original ten-year agreement with the ASD is expiring and the operator is applying for a new ten-year agreement with the Charter Commission, the charter school shall enter into a lease with the home LEA for at least three years, purchase the facility, or relocate to a new facility.

In this section:

- (a) Describe the school's facility plans that align with T.C.A. § 49-1-614 based on the pathways outlined above in (i) and (ii).
- (b) If planning to rent or purchase the current facility, describe the operator's plans for capital repairs and improvements on the facility.
- (c) Describe the school's facility contingency plans should the school need to vacate the current facility.

2.3 Personnel/Human Capital

In this section:

- (a) Describe the school's current leadership structure. Include a copy of the school's organizational chart as **Attachment G**. The organizational chart should clearly delineate the roles and reporting structure of the board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations play a role in managing the school.
- (b) Describe your teacher evaluation model that the school utilizes that is in alignment with State Board Policy 5.201.
- (c) Describe the plan to ensure a fully licensed teaching staff if authorized by the Charter Commission.
- (d) Discuss the school's teacher attrition rates and any staffing challenges the school has faced while authorized by the ASD and the steps the school took to overcome those challenges.
- (e) Describe any leadership changes that have occurred while authorized by the ASD and the steps taken to ensure a smooth transition between school leaders.
- (f) Include a copy of the school's employee manual and personnel policies as **Attachment H**.

Complete the staffing chart below outlining your staffing projections for the first year the school is authorized by the Charter Commission. Adjust or add functions and titles as needed to reflect variations in school models.

| Position | Year 1 under Charter Commission |
|---|---------------------------------|
| Principal/ School Leader | |
| Assistant Principal | |
| Dean(s) | |
| Additional School Leadership | |
| Additional School Leadership | |
| Classroom Teachers | |
| EL Teachers | |
| Special Education Teachers | |
| Other Classroom Teachers (e.g. physical education, music, foreign language, etc.) | |
| Student Support Positions (e.g. social worker, psychologist, etc.) | |
| Student Support Positions | |
| Specialized School Staff | |
| Teaching Aides or Assistants | |
| School Operations Support Staff | |
| Total Staff | |

2.4 Insurance

In this section:

- (a) Provide a copy of the school's current insurance coverage as **Attachment I**.

2.5 Transportation

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide transportation services. Each charter operator may attempt to contract with a local school district or other vendors to provide these services, if needed, but the responsibility to establish all agreements lies with the charter operator.

In this section:

- (a) Describe the school's transportation plans if authorized by the Charter Commission.
- (b) How does the school provide daily oversight of transportation and who serves as the transportation supervisor?

2.6 Food Service

NOTE: Unlike the ASD, the Charter Commission does not have the statutory authority to compel local school districts to provide food services. Each charter operator may attempt to contract with a local

school district or other vendors to provide these services, if needed, but the responsibility to establish all agreements lies with the charter operator.

In this section:

- (a) Describe the school's food service plans if authorized by the Charter Commission.
- (b) How does the school provide daily oversight of food services?

2.7 Additional Operations

In this section:

Describe the school's plan for supporting operational needs of the following:

- (a) Transition Plan:
 - i. Describe what you anticipate will be the challenges of transitioning to a non-ASD authorizer and how you expect to address these challenges.
- (b) Student information management:
 - i. All Charter Commission-authorized schools must adopt the Charter Commission's instance of PowerSchool. Describe how the school will prepare its school and staff for the adoption of a new student information system.
- (c) School health and nursing services:
 - i. Describe the school's current plan for compliance with the Coordinated School Health Program, and what adjustments will the school make if authorized by the Charter Commission.
- (d) Compliance monitoring
 - i. Describe how the school will manage compliance monitoring from the Charter Commission including the monthly reporting calendar submissions including the position who will be responsible.

2.8 Charter Management Organization (if applicable)

In this section:

- (a) If the school currently contracts with a charter management organization (CMO), please provide a copy of the current contract with the governing board as **Attachment J**. If it is not clear from the contract, please describe:
 - i. The scope of services and resources provided by the CMO;
 - ii. The division of roles and responsibilities between the board and the CMO, disclosure and explanation of any existing or potential conflicts of interest between the board and CMO, and how conflicts of interest are checked;
 - iii. How performance of the CMO is measured, including any deliverables;
 - iv. Conditions for renewal and termination of the agreement; and
 - v. Any monetary obligations of the CMO agreement.

2.9 Waivers

Pursuant to T.C.A. § 49-13-111, a charter school may apply to either the authorizer or to the Commissioner of Education for a waiver of any State Board rule or statute that inhibits or hinders the proposed charter school's ability to meet its goals or comply with its mission statement. Approved waivers for schools authorized by the Commission are available on the Commission's website.

Waivers may not be granted for requirements related to:

- (a) Federal and state civil rights;
- (b) Federal, state, and local health and safety;
- (c) Federal and state public records;
- (d) Immunizations;
- (e) Possession of weapons on school grounds;
- (f) Background checks and fingerprinting of personnel;
- (g) Federal and state special education services;
- (h) Student due process;
- (i) Parental rights;
- (j) Federal and state student assessment and accountability;
- (k) Open meetings;
- (l) At least the same equivalent time of instruction as required in regular public schools;
- (m) Teacher licensure or teacher evaluation; or
- (n) Requirements in the charter school statute, T.C.A. 49 Chapter 13 or State Board of Education rules and regulations specific to charter schools.

Please list all requested waivers below:

| T.C.A. Citation | Description of Statute | Proposed replacement policy or practice | How this waiver will increase student achievement |
|------------------------|-------------------------------|--|--|
| | | | |
| | | | |
| | | | |

| State Board of Education Rule or Policy | Description of Rule or Policy | Proposed replacement Rule, Policy or practice | How this waiver will increase student achievement |
|--|--------------------------------------|--|--|
| | | | |
| | | | |

SECTION 3 FINANCIAL PLAN AND CAPACITY

3.1 Budgeting

In this section:

Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the charter school must submit the approved budget for SY2021-22

and a projected budget for SY2022-23 if authorized by the Charter Commission as **Attachment K**. While the budget may be in the school's own format, the following must be clearly delineated in the budget:

- (a) All anticipated revenues (including BEP, philanthropy, and federal grants) and all anticipated expenditures
- (b) Explicitly detail major assumptions including but not limited to:
 - i. Student enrollment in SY21-22 and SY22-23 and how these drive the budget assumptions
 - ii. All anticipated funding sources, including BEP funding, philanthropy, federal grants, eRate, student fees, etc.
 - iii. Staff compensation including benefits and pensions
 - iv. Line items for each major expense and delineation of assumptions, including:
 - Instructional materials and supplies
 - School equipment and furniture
 - Technology costs
 - Professional development
 - Student assessments
 - Supplemental student information systems, if applicable. Note: All Charter Commission-authorized schools must adopt the Charter Commission's instance of PowerSchool which is paid for by the Commission.
 - Special education services
 - Student activities
 - Transportation
 - Authorizer fee (The Charter Commission can charge up to 3% of the BEP per pupil)
 - Contracted services at school (audit, I/T, etc.)
 - Rent, utilities and other facility expenses including capital repairs
 - Office supplies and equipment
 - Fundraising materials and resources (non-staff)
 - Marketing costs
 - Management fees and any other management compensation to the CMO or network (if applicable)
 - Capital, contingency, and insurance reserve funds

3.2 Budget Narrative

In this section:

As **Attachment L**, present a budget narrative including detailed descriptions of budget assumptions, and revenue and expenditure projections. The narrative must include:

- (a) An explanation of student enrollment and BEP projections;
- (b) An explanation of all funding sources, including grants, state, federal, and local per-pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.;
- (c) An explanation of all anticipated expenditures including those identified in Section 3.1(b);
- (d) An explanation of who is responsible for the school's financials (both school level and governing board level)
- (e) The school's contingency plans to meet financial needs if anticipated revenues are not received

or are lower than expected;

- (f) How the school is accounting for increased costs that may be necessary if authorized by the Charter Commission (e.g. transportation, food service, services to special populations, etc).

3.3 Network Financial Plan (only applicable if the charter school is a part of a larger network)

In this section:

- (a) Describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?
- (b) Provide, as **Attachment M**, a detailed budget for the network. You may reference the school-level budgets provided in Sections 3.1 and 3.2, as appropriate. Applicants must submit financial forms detailing:
- i. All major assumptions including but not limited to:
 - Student enrollment;
 - All anticipated funding sources (at the network level), including:
 - Local, state, and federal per-pupil funding; eligibility levels; and annual increases;
 - Other government resources;
 - Private fundraising;
 - eRate;
 - Student fees;
 - A back-office budget;
 - Financial implications of facilities plans;
 - Total employee compensation (network/CMO level), including the percentage of the total compensation allocated for the proposed school;
 - Management fees and any other management compensation to the CMO or network (if applicable); and
 - Capital, contingency, and insurance reserve funds.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

4.1 Past Performance

NOTE: While this section is required for all applicants, some questions may not apply to schools that are single-site operators. Please mark not applicable where necessary.

The Charter Commission will obtain from the ASD copies of the last three years of the school's School Performance Framework, and this information will be included in any review of the school's application.

In this section:

- (a) If the school has achieved priority exit status, provide documentation of this status and a description of how the school achieved priority exit status.
- (b) For all applicants, as **Attachment N**, provide detailed student achievement and growth results, including internal assessment data and state assessment data, for the charter school, including results for grade levels not tested on state assessments for the previous three school years. Specifically, the applicant must include evidence using the last three years of applicable data for

the following indicators:

- i. Success rate of the school
 - ii. Overall TVAAS Composite Score and subject-level composite scores
 - iii. Proficiency rates for all tested subjects
 - iv. Chronic absenteeism rates
 - v. Remand and expulsion rates
 - vi. High school graduation rates (if applicable)
- (c) Describe why and how you determined the charter school's academic achievement and growth are a success and deserve continued authorization based the Charter Commission's rubric.
- (d) Describe the trajectory of the charter school's academic performance during the duration of its charter term under the ASD. Discuss any challenges the school has faced in its charter term and how the school adjusted to overcome those challenges.
- (e) Describe the school's plans to continue to reduce student discipline and chronic absenteeism rates.
- (f) Describe why the school's operational and financial performance qualifies it for continued authorization under the Charter Commission.
- (g) For any school within the operator's network, list any contracts with charter schools that have been terminated by the network, the school's authorizer, or the school, including the reason(s) for such termination and whether the termination was for material breach.
- (h) List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the network, and explain what caused these actions.
- (i) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the network in the last three years and how such deficiencies or violations were resolved.
- (j) Provide, as **Attachment O**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third- party evaluator, if applicable) of all of the network's charter schools, including the ASD SPF profiles if the network has other schools under the ASD.
- (k) For all schools operating in the state of Tennessee: provide the following in **Attachment P**: (a) the last two years of audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.
- (l) Identify any current or past litigation, including arbitration proceedings, that has involved the network or any charter schools it operates. Provide in **Attachment Q**, if not subject to confidentiality protection: (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.

ATTACHMENTS

Please include attachments labeled according to the following schedule:

- ATTACHMENT A: Annual Academic Calendar and School's Daily Schedule by Grade
- ATTACHMENT B: Student Handbook/School Forms
- ATTACHMENT C: Student Discipline Policy (if not already included in Attachment B)
- ATTACHMENT D: Enrollment Policy
- ATTACHMENT E: Letters of Support/MOUs/Contracts from the Community
- ATTACHMENT F: Governance Documents
 - F1. Articles of Incorporation
 - F2. Proof of non-profit and tax-exempt status
 - F3. By-laws
 - F4. Code of Conduct
 - F5. Conflict of Interest Policy
 - F7. Board policies
- ATTACHMENT G: School Organizational Chart
- ATTACHMENT H: Employee Manual/Personnel Policies
- ATTACHMENT I: Insurance Coverage
- ATTACHMENT J: CMO Agreement (if applicable)
- ATTACHMENT K: SY21-22 Approved Budget and SY22-23 Projected Budget
- ATTACHMENT L: Budget Narrative
- ATTACHMENT M: Network Financial Plan
- ATTACHMENT N: School Level Academic Results for Three Previous School Years
- ATTACHMENT O: School Reports/Authorizer Evaluations
- ATTACHMENT P: Audited financial statements and most recent internal financial statements
- ATTACHMENT Q: Litigation Documents (if applicable)
- ATTACHMENT R: Original approved charter application