

Fulton County Schools

State of the Charter Sector Report For School Year 2013/2014

Executive Summary

Fulton County Schools (FCS) has included charter schools in its portfolio of offerings for over a decade. In the 2013/14 school year, FCS authorized nine charter schools which served approximately eight percent (8%) of FCS 95,000 students on ten campuses. Charter schools were the most popular choice option being offered by Fulton County Schools.

This report summarizes charter sector issues and trends as identified through FCS oversight. It is intended to inform the Fulton County Board of Education so they may make data based decisions regarding the FCS charter school sector.

Overall, the FCS Charter Sector offers a variety of choice options not in place at traditional schools. Financially the schools are good stewards of the taxpayer dollar. Those schools not exhibiting the highest of governance standards and transparency are being discontinued through our rigorous renewal procedures.

Attendance Trend Analysis

While the Charter Sector is still enjoying strong parental support, the learning communities south of Atlanta need to be closely assessed for saturation after the SY 15/16 addition of two new start up charters as well as a new magnet school and charter high school. Additionally, the closure of two NWLC charters might create the need for targeted openings in the areas north of Atlanta.

Governance Performance Analysis

State changes will prevent FCS from continuing its practice of offering the FCS Charter Sector free District designed governing board training. Consequently, the monitoring practices employed in the years past will need to be reexamined in light of new state governing standards. Additionally, the District will need to create technology based delivery methods for any training supplements needed by the FCS Charter Sector. Such supplemental training will be needed to ensure governing boards are sufficiently informed about pertinent FCS compliance practices, funding policies and governing best practices. At this writing, the standards have been published by the state, but an approved list of vendors and curriculum materials is not yet selected.

Financial Analysis

Six of seven start up charter schools are reflecting positive trends per the financial indicators. The financial standing of The Main Street Academy had been a serious concern of the District and the numbers reflective in this annual report confirm those concerns were valid and serious in FY14. However, the governing board at TMSA began to take substantial steps to address those concerns in FY14 and is continuing those steps in FY15. Staff is monitoring progress monthly.

Academic Performance Analysis

The District needs to consider incentives to attract charter schools with outstanding academic performance levels to operate in Fulton County. Additionally, avenues for replicating academically outstanding schools, either in FCS or from across the state, need to be explored. To best serve the students of FCS, more framework breaking innovations need to be encouraged through the FCS Charter Sector.

Report Organization and Content

Fulton County Schools believes that every student should be educated to his/her fullest potential. To that end we became Georgia's largest charter system. Autonomous charter schools are a vital part of the FCS charter system plan. The framework breaking perspective that successful charter schools bring to our system will lead the system in cutting edge innovations that may be replicated at individual schools or may inform further systemic changes.

The FCS collaborative approach to chartering has resulted in a selective and diverse portfolio of charter schools that serve over eight percent (8%) of the students in our county. Additional charters may be added through either the General Application process or the more targeted Request for Charter Petition process.

This report summarizes sector issues and trends as identified through FCS oversight. The timing of the report coincides with the release of the Georgia standardized tests and the October Financial Charter School Audits. Due to these state deadlines this annual report is reflective of the previous year's performance in the areas measured.

This annual State of the Charter School report includes the following sections for all charters:

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| 1. Charter School Contact Information and Summary Sheet | page 4 |
| 2. Attendance Trend Analysis | page 6 |
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This is the last year the report will include Conversion Charter Schools. Due to legislative changes, all FCS Conversion Charter Schools have voted to sunset their conversion contracts on June 30, 2015, and join the FCS Charter System contract.

FCS Charter Summary Sheet 2013-2014 School Year

<u>Start Up Charters</u>	Grades	Innovations	First Year	Contract Term
<p>Amana Academy http://www.amanaacademy.org 285 South Main Street, Alpharetta 30009 Mr. Ehab Jaleel 678-624-0989</p>	K – 8	<p>Expeditionary Learning Instructional Model Dual Language in middle school Single Gender Classes in middle school Teacher Looping Parent Governance Admission by Lottery</p>	2005-06	6/09 – 7/14
<p>Fulton Science Academy High School (TEACH) http://fsahigh.org/ 4100 Old Milton Parkway, Suite 100, Alpharetta 30005 Mr. Namik Sercan 770-475-3223</p>	9 - 12	<p>Increased use of technology Enhanced Course Selections TAG approaches in all classes Small class size Higher graduation standards Admission by Lottery</p>	2006-07	6/10 – 7/15 (SY 14/15 is the Final Year of Operation)
<p>Fulton Sunshine Academy http://fultonsunshine.org/ 1335 Northmeadow Parkway, Roswell 30076 Mr. Murat Cetin 770-410-1500</p>	K – 5	<p>Foundational Approaches in Science Teaching (FAST) and Connected Math (CMP) Curriculum Mandatory Uniforms Admission by Lottery</p>	2010-11	7/10-6/15 (SY 14/15 is the Final Year of Operation)
<p>Hapeville Charter School</p> <p>Hapeville MS Campus http://hapevillems.org/ 3535 South Fulton Avenue, Hapeville 30354 Ms. Marcia Lowe 404-767-7730</p>	6 – 8	<p>Foundational Approaches in Science Teaching FAST and Connected Math (CMP) Enhanced Course Selections Santilliana Spanish Dual Language Instruction Saturday classes for selected remediation and enhancement Shared Governance between non-profit and parents Mandatory Uniforms</p>	2004-05	6/09 – 7/19

<p>Hapeville Career Academy Campus http://hapevillecharter.org/ 6045 Buffington Road, Union City 30349 Mr. Jannard Rainey 404-766-0101</p>	<p>9 - 12</p>	<p>Stand-alone Career Academy in partnership with the Airport and Atlanta Tech. in areas of Auto, Avionics, Dental, Paralegal, and Patient Care Saturday classes for selected remediation and enhancement Shared Governance between non-profit and parents Mandatory Uniforms Admission by Lottery</p>		
<p>KIPP South Fulton Academy http://www.kippsouthfulton.org 1286 E. Washington Avenue, East Point 30344 Mr. Jondre Pryor 678-278-0160</p>	<p>5 – 8</p>	<p>Extended school day and mandatory Summer Session Strong discipline and behavior expectations Character Education Program: Family, Integrity, Responsibility, Excellence (FIRE) Increased PE time Shared Governance between non-profit and parents Admission by Lottery</p>	<p>2003-04</p>	<p>6/13 – 7/18</p>
<p>Main Street Academy www.tricitiescharter.org 3480 E. Main Street, College Park 30337 Mr. Jeff Homan 404-763-3900</p>	<p>K-8</p>	<p>Edison Learning Educational Management Company support Extended School Day World Language in all grades Mandatory Uniforms Parent and Community Governance Admission by Lottery</p>	<p>2010-11</p>	<p>7/10 - 6/15 (Currently petitioning for renewal with the GADOE)</p>
<p><u>Conversion Charters</u></p>				
<p>Ridgeview Middle Charter http://www.fultonschools.org/school/ridgeview 5340 S. Trimble Road, Sandy Springs 30342 Ms. Lisa Haste 404-843-7710</p>	<p>6 – 8</p>	<p>IBO MYP Curriculum Mandatory Uniforms Heritage Language Program in Spanish Non-profit organization for competitive sports Monitored parental involvement Parent/Teacher Governance Enrollment state-wide if Governance Board allows Admission by attendance zone and lottery</p>	<p>2006-07</p>	<p>6/11 – 7/16 (Converting to Charter System in SY 15/16)</p>
<p>North Springs Charter http://school.fultonschools.org/hs/northsprings/Pages/default.aspx 7447 Roswell Road, Sandy Springs 30328 Dr. Eddie Ruiz 770-551-2490</p>	<p>9 – 12</p>	<p>Four Houses of Instruction Enhanced Student Government involvement Enhanced tutoring for failing students Teacher Coach for additional teacher training/assessment Required parental involvement Parent/Teacher Governance Board Enrollment state-wide if Governance Board allows Admission by attendance zone and lottery</p>	<p>2007-08</p>	<p>6/07 – 7/15 (Converting to Charter System in SY 15/16)</p>

Attendance Trend Analysis

Summary:

1. In SY 13/14 the FCS Charter Sector continued to experience strong community support.
 - All schools except North Springs Charter High School and Fulton Science Academy High School were at capacity attendance.
 - Wait lists were created eight out of nine schools.
2. The FCS Charter Sector generally served a more racially diverse student body than the system as a whole.
3. Additionally, the sector served a significantly larger percentage of students who were Economically Disadvantaged (52%) was than the District as a whole (46%).
 - These percentages varied greatly from school to school, ranging from 7% at Fulton Sunshine Academy to 96% at Hapeville Middle School.
 - In the South Learning Community the majority of the charter schools served a smaller percentage of Economically Disadvantaged students than most typical schools, aligning more closely with schools in the Central Learning Community in this area of analysis.
4. The percentage of students receiving specialized instructional services was significantly smaller than in the District as a whole. This mirrors national trends and generally speaks to the deeper resources and expertise levels offered by the District.
 - Talented and Gifted (TAG) students were 16% of the Charter Sector and 18% of the District.
 - Students being served in Special Education (SEC) were 7% of the Charter Sector and 11% of the District.
 - Fully 8% of students in District schools were served in some English Language Learner (ELL) programming. With the exception of Ridgeview Charter School, the Charter Sector served only an average of 3% ELL students.

Conclusion:

In SY 13/14 the FCS Charter Sector was viewed as a viable choice option by the greater FCS parent community, especially by Black middle class families living south of the city of Atlanta. Wait list data indicated continuing demand in the South Learning Community (SLC) for the near term.

However, the SLC region needs to be closely assessed for saturation after the SY 15/16 addition of two new start up charters as well as a new magnet school. Additionally, the closure of two NWLC charters during this same time frame might reflect the need for targeted openings in the areas north of Atlanta.

Background:

Start up charter schools are complete schools of choice. This means students from anywhere in the District are eligible to apply.

Conversion schools are limited schools of choice; the system requires that all students living in the charter's transportation zone be given preferential enrollment status to the charter. If there

are open slots, the conversion charter school governing board may control additional enrollment zones. As Ridgeview Charter School and North Springs Charter High School transition to charter system status, the governing board will dissolve and be replaced with a School Governance Council.

Under the charter system contract, School Governance Councils are not permitted to make admission decisions. However, the North Springs Charter High School “out of transportation zone” attendance levels are the strongest in the county, comprising over 50% of the total magnet choice sector and 71% of the conversion charter sector. Therefore, the school will be allowed to continue to admit students after the sunset of their conversion charter contract until June 30, 2016. This will take place through the District’s magnet process and through a modified permissioning process under the control of the District’s Operational Planning Department. The School Governance Council will not have decision making authority in this area.

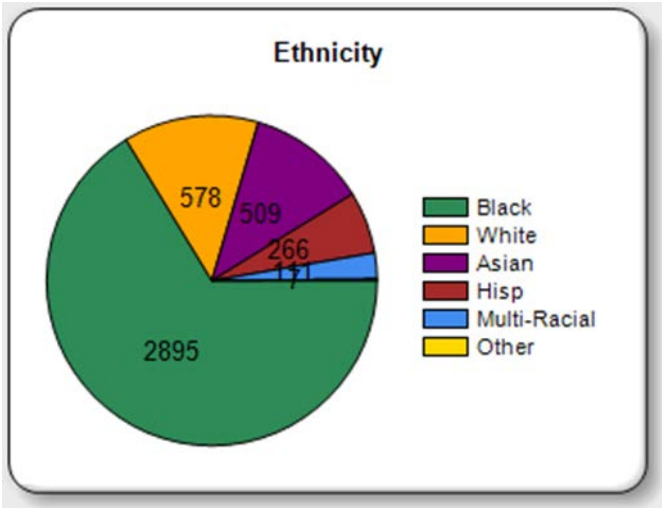
Analysis in this section will reflect county averages for SY 13/14. The actual number enrolled at a school may vary from month to month. All data was retrieved from the Fulton County Schools student information system and the Georgia Department of Education for SY 13/14.

Attendance Supporting Data

1. A majority of FCS charters were at program capacity, triggering lottery admissions and the use of wait lists.

School	# of Students	Attendance Zone	Grades Served	At Capacity
Amana Academy	694	District-wide	K - 8	Yes
Fulton Science Academy HS	168	District-wide	9 - 12	No
Fulton Sunshine	554	District-wide	K - 5	Yes
Hapeville MS	525	District-wide	6 - 8	Yes
Hapeville Career Academy	670	District-wide	9 - 12	Yes
KIPP South Fulton Academy	329	District-wide	5 - 8	Yes
Main Street Academy	861	District-wide	K - 8	Yes
North Springs Charter High	1667	State-wide	9 - 12	No
Ridgeview Charter	1002	State-wide	6 - 8	Yes

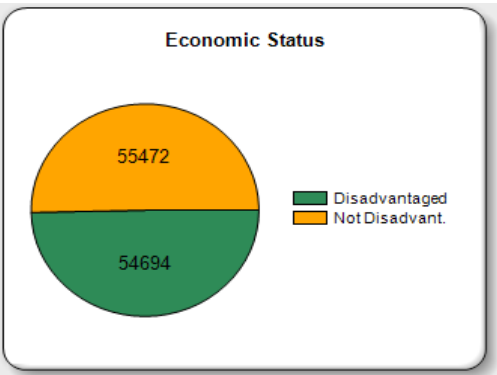
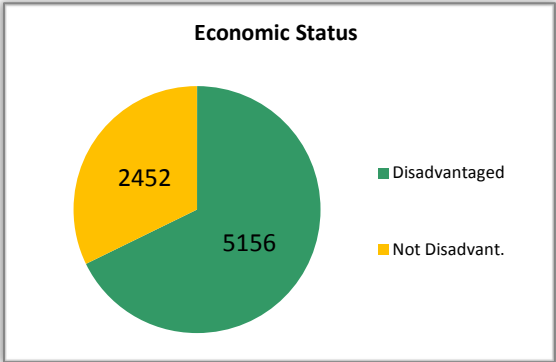
2. FCS Charters served a racially diverse student body.



3. The Charter Sector served a significantly larger percentage of students who were economically disadvantaged than the District as a whole.

Charter Sector

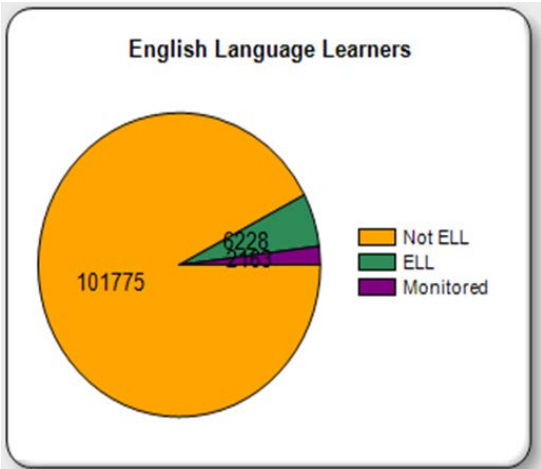
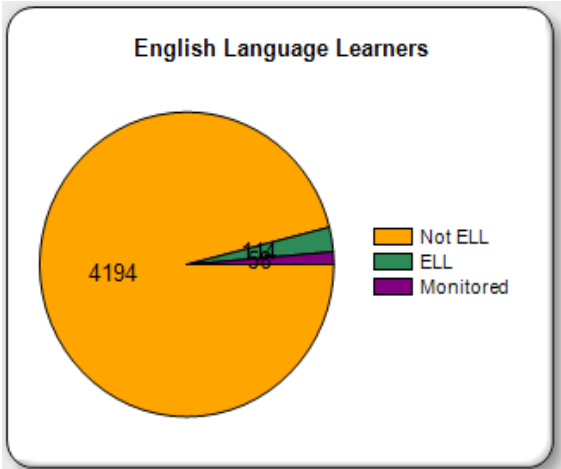
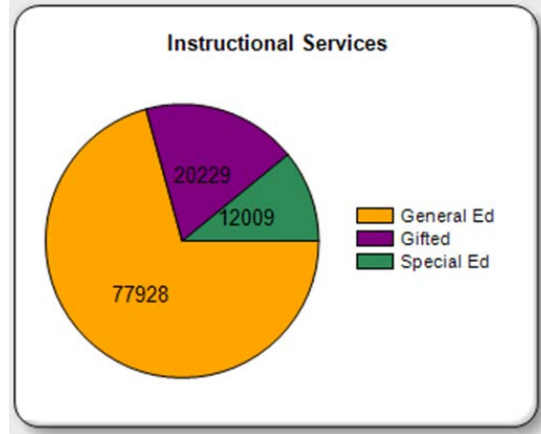
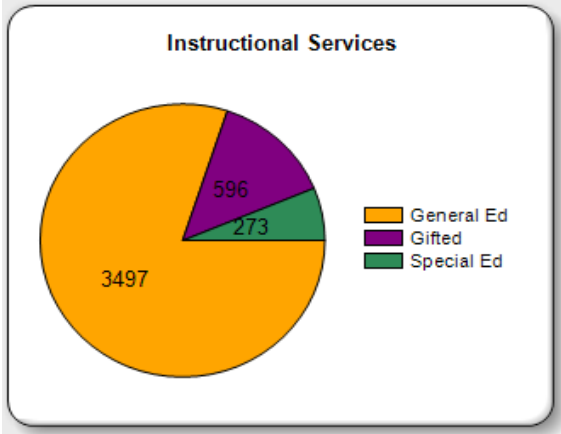
FCS District



4. The percentage of students receiving specialized instructional services was significantly smaller than the District

Charter Sector

FCS District



Governance Performance Analysis

Summary:

1. In SY 13/14 all governing boards were offered free training by FCS. Eight-eight percent (88%) of governing board members attended mandatory FCS trainings.
2. Due to changes in state law, SY 13/14 was the final year FCS was authorized to offering governing board training.
 - a. Total training time for these volunteers went from six hours with the District program to, in some cases, over 40 hours under the new state law.
 - b. Governing boards will be required to use an approved governing board vendor to perform such training. The costs are not known at this writing.
 - c. In addition, if governing boards directly hired the school principal, they were required to attend three days of GADOE training for the new LKES system. All governing boards sent representatives to LKES training per requirements with the exception of FSAHS.
3. The degree of authority utilized varies greatly from charter to charter reflecting a diversity of organizational approaches.

Conclusion:

The District's training programs allowed for a common understanding of governing best practices and provided a transparent set of expectations for governing board evaluation. However, the District will need to re-design its governing board training curriculum and delivery methods for SY 15/16 once the state completes and publishes the new training expectations.

This change in training inputs will require the District to re-design its monitoring practices in SY 14/15 and create a technology based delivery methods to supplement the training already provided by the state. At this writing, the standards have been published by the state, but an approved list of vendors and curriculum materials is not yet selected.

Background:

Charter law allows school systems to delegate certain specific responsibilities to local governing bodies as specified by the charter contract. According to O. C. G. A. 20-2-2062, "School level governance" means some level of decision-making authority in:

- personnel decisions,
- financial decisions,
- curriculum and instruction,
- resource allocation,
- establishing and monitoring the achievement of school improvement goals, and
- school operations.

However, the District is ultimately responsible for many areas of charter operations. The District must ensure that local charter schools comply with federal requirements, can achieve performance goals set forth in the charters, and spend funds according to applicable laws, rules, policies, and guidelines, including requirements for the monitoring of the use of federal funds.

These are all under the direct authority of the governing boards, hence the need for the District to ensure that its governing boards are adequately trained to meet FCS standards in these areas.

Governing Analysis Support Data

1. Eighty-eight percent (88%) of governing board members attended mandatory FCS trainings. Mid-year turnover impacted completion rates.

Governing Board Members 2013-14				
School	Number of Members	Numbers Trained	Additional Training Recd.	Parent Elected Majority
Amana	8	7	No	Yes
Chattahoochee Hills	7	7	No	No
FSAHS	7	6 (one vacancy)	No	No
Fulton Sunshine Academy	5	4 (one vacancy)	Yes	No
Hapeville Charter Schools	9	9	Yes	Yes
KIPP South Fulton Academy	9	9	Yes	No
Main Street Academy	17	17	Yes	Yes
North Springs Charter	18	18	Yes	Yes
Ridgeview Charter	10	10	Yes	Yes

2. Summary of Governing Board Structures in SY 13/14

Decision Making Authority	Legal Structure	Personnel Authority	Financial/Resource Allocation Authority	Academic Goal Setting
Amana	501 c 3	Hires Exec. Dir.	complete	complete
Chatt. Hills	501 c 3	Hires Principal	complete	complete
FSAHS	501 c 3	Hires Principal	complete	complete
Fulton Sunshine	501 c 3	Hires Principal	complete	complete
Hapeville Charter Schools	501 c 3	Hires Exec. Dir.	complete	complete
KIPP South Fulton Academy	501 c 3	Hires Exec. Dir.	complete	complete
Main Street Academy	501 c 3	Hires Principal	complete	complete
North Springs Charter	volunteer	none	Limited by contract	complete
Ridgeview Charter	volunteer	none	Limited by contract	complete

3. Governance Board Summary of Activities for SY13/14

- A. Amana Academy continued an intentional transition from a founding board to a targeted board with specific skills sets to best position the school for a \$9M bond offering. The board continued monthly parent meetings on both the bond and on their renewal initiatives. Additional input from various non-profits support organizations and community leaders informed board practices.
- B. Fulton Science Academy maintained its board structure. The chair attended the mandatory training program. The mechanics of the meetings were much improved over the previous year as was the financial reporting. However, the meeting content was largely supplied by the principal who also directed board procedural actions a great deal of the time.
- C. Fulton Sunshine Academy board actions addressed an allegation of parent cheating on standardized in a manner that directly contradicted guidance from the District in that the board published tests scores which the District determined were questionable. The board did address a subsequent state inquiry into CRCT standardize test “wrong to right” erasure analysis in an acceptable manner following state guidance. Although the board was seeking training from an outside vendor, two observations did not indicate a drastic improvement in meaningful board decision making levels.
- D. KIPP South Fulton Academy transitioned to a regional board structure. The KIPP national governing board training contained all items from the FCS training, with the exception of certain reviews of District budgetary processes and In Kind services. That information was delivered via an abbreviated presentation. The highly professional regional board invited FCS to staff’s annual data presentation and referenced information from the FCS State of the Charter Sector Report into aspects of their strategic planning. The school’s local advisory board did not attend training nor, under state law, was required to do so.
- E. The Main Street Academy attended all mandatory training and worked with an outside vendor to assist them with a transition from a founding board. The transition plans were reviewed with FCS in advance and took place on schedule. The board invited FCS to parent meetings to explain the charter system and the renewal process. Additionally, the school requested the District attend meeting with local elected officials in anticipation of the school’s eventual re-location to a more permanent location following renewal.
- F. Hapeville Charter Schools continued down a planned path for improved policies and processes. With regularity, the governing board sought guidance from the District and the state on various policy concepts and successfully collaborated with the District during a challenging Title I adjustment in March.
- G. Chattahoochee Hills Charter School completed training in the spring. High turnover in staff, the delayed hiring of the principal as well as not following best practices in hiring support staff resulted in a delayed and chaotic opening, even though the school had been granted a year delay.
- H. North Springs Charter High School and Ridgeview Charter School completed steps required to join the charter system contract in SY13/14, using SY 14/15 as the transition to a School Governance Council.

Financial Analysis

Summary:

1. Six of seven start up charter schools are reflecting positive trends per the financial indicators.
2. The Main Street Academy was renewed for a second five year term. The financial standing of the charter had been a serious concern of the District and the numbers reflective in this annual report confirm those concerns were valid and serious in FY14. The governing board at TMSA began to take substantial steps to address those concerns in FY14 and is continuing those steps currently in FY15. Staff is monitoring their progress on a monthly basis. The financial analysis for FY15 will not be available until October 2015.

Background:

Nationally, the primary reason charters fail is financial governance. Consequently, the FCBOE has requested meaningful financial analysis of charter schools. We have been conducting such analyses for five years and can present trending information in this area.

Our practices have been recognized by the Georgia Department of Education (GADOE) and we are being asked to share our processes with other systems, the Georgia Commission and the state house.

Note, we do not include conversion schools in this analysis given the lower levels of personnel oversight which results in a much smaller area of financial autonomy.

The May 2009 report from the National Consensus Panel on Charter School Operational Quality sponsored in part by the National Association of Charter School Authorizers indicated the Liquidity, Sustainability, and Occupancy Expenses were useful measures of a charter schools' financial performance. Based on feedback from board members as well as the as the October 2010 charter case study from the Andrew Young School of Policy Studies at Georgia State University, a Debt – Asset measure has also been included.

FCS start up charter schools are required to submit financial statements every month and their state Annual Audit each October 1. That information is the basis of this data.

Financial Support Data

1. Liquidity Ratio compares a charter school’s assets (what they “own”) to liabilities (what they “owe”). The charter’s liquidity ratio is calculated as its total assets less its total liability as a percentage of their total expenses. A school with a high liquidity ratio is better able to raise additional capital, either through selling off or borrowing, against its assets.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	0.15	0.02	0.19	0.08		
2010	0.09	0.17	0.52	0.12		
2011	0.09	0.16	0.49	0.18	0.005	0.05
2012	0.06	0.13	0.40	0.21	-0.03	0.04
2013	0.08	0.07	0.46	0.12	-0.02	0.13
2014	0.01	0.1	0.34	0.11	0.0	0.16

Observations:

- This information suggests that KIPP SFA and Sunshine were fairly consistent with their previous year’s performance.
- Amana continued to see the impact of their building program, as would be expected.
- FSAHS is not trending positively for a number of reasons, most notably a very small student body.
- Main Street’s remediation program began to take hold in FY 14 as the school renegotiated some short term obligations which stabilized their liquidity ratio.

2. Sustainability Ratio compares the amount of resources that are not already assigned such as to a loan payment (unrestricted assets) to the average monthly expenses. It indicates how many months a charter could financially function without revenue in a crisis. At least two month's revenues are recommended by most analysts.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	2.18	-0.22	20.88	2.02		
2010	1.41	3.39	15.26	4.11		
2011	1.84	2.67	13.82	8.78	-0.75	1.10
2012	1.58	2.23	10.93	10.09	-0.27	1.38
2013	1.81	1.29	11.60	12.23	-0.69	2.47
2014	1.11	1.59	11.54	11.14	-0.38	2.52

Observations:

- Again, due to the building program, we see a decline in the Amana Academy ratio.
- The impact of low attendance in the FASHS numbers is also evident.
- With Main Street we can see the turn in sustainability in 2014, improving 0.31 from -0.69 to -0.38.
- While both KIPP SFA and Hapeville saw a decrease in this ratio, they are well within acceptable limits.

3. Occupancy Expenses indicate the percentage of the charter schools' total revenue that goes toward facility costs. The national average is between 15% and 20%.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	17%	18%	4%	3%		
2010	18%	17%	5%	5%		
2011	17%	13%	6%	4%	7%	14%
2012	18%	23%	6%	5%	6%	21%
2013	14%	21%	6%	5%	7%	20%
2014	6%	24%	6%	6%	7%	21%

Observations:

- Of interest here is the difference in occupancy costs for schools located in the northern learning communities as opposed to those located in the south learning community. It is much more expensive to operate a charter north of Atlanta. The cost of facilities in that part of the county would require a very financially adept charter organization.
- The fruits of such an organization can be seen in the Amana numbers. The financial management skills of the Amana governing board and the ability to engage the community in a building program resulted in a significant decrease in occupancy costs for Amana Academy. We anticipate the levels will stabilize in the 6% to 10% range for FY15.
- Again, the growing financial stress on FSAHS is evident.
- All other charters schools remain consistent in this area.

4. Debt to Assets Ratio measures relationship of total debt (liabilities) to total assets. The higher the ratio, the higher the charter school’s degree of financial risk. Debt ratios greater than one indicate a start-up charter that has more debt than assets. Conversely, a debt ratio less than 1 indicates a start-up charter that has more assets than debt.

Please note, the school system and taxpayer are not responsible for a charter school’s debt.

Year	Amana	FSA HS	Hapeville	KIPP SFA	Main Street	Sunshine
2009	0.12	1.07	0.11	0.75		
2010	0.09	0.01	0.63	0.59		
2011	0.09	0.09	0.61	0.36	1.16	0.24
2012	0.19	0.20	0.62	0.32	1.07	0.21
2013	0.92	0.27	0.59	0.04	1.38	0.07
2014	0.95	0.09	0.55	0.08	1.21	0.03

Observations:

- Again, we can see the impact of Amana Academy’s building program in FY14 as we anticipated in last year’s report.
- Hapeville, KSFA and Sunshine remain consistent and FSAHS dropped back to 2011 levels.
- Main Street Academy’s new programming began to take effect in 2014 and, as of this writing; the school is on track to completely address its outstanding debt by the end of FY15.

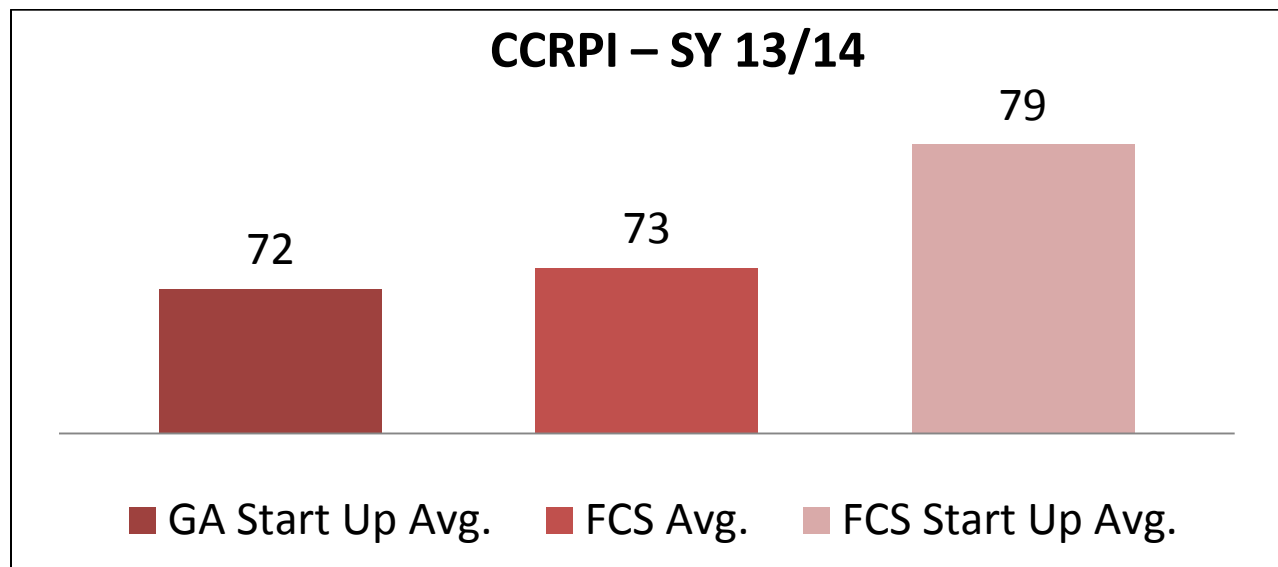
Academic Performance Analysis

Summary:

1. As with typical schools, charter school performance is closely tied to the poverty levels of the student body.
2. Charters generally had one or two academic areas in which they strongly excelled.
 - a. Hapeville Middle School which has the highest poverty levels of any middle school in the system, consistently performed above the regression line in Reading and English/Language Arts.
 - b. Amana Academy generally outperformed comparator schools in the Meets/Exceeds categories in most subjects, but did not see a similar performance in the Exceeds category.
3. FCS Charter Schools generally performed in the same range as their typical school counterparts.
 - a. A notable exception is KIPP South Fulton Academy which consistently performed well above comparator schools in all areas.
 - b. Additionally, North Springs Charter High School consistently performed marginally above the regression line.

Conclusion:

While attendance data indicates that parents support the charter options authorized by the District, the basis for that support is not related, with the exception of KIPP South Fulton Academy and perhaps North Springs, to consistent outstanding academic performance on standardized test scores. The District needs to consider additional incentives to attract charter schools with outstanding performance levels to operate in Fulton County. Additionally, avenues for replicating academically outstanding schools need to be explored. To best serve the students of FCS, more framework breaking innovations need to be encouraged through the Charter Sector.



Background:

Charter schools are required to meet or exceed the same academic expectations as typical schools, are held accountable under the No Child Left Behind Act (NCLB), and are required to participate in all state mandated tests. Additional nationally normed tests such as the Iowa Test of Basic Skills (ITBS) can be selected by the charter governing body.

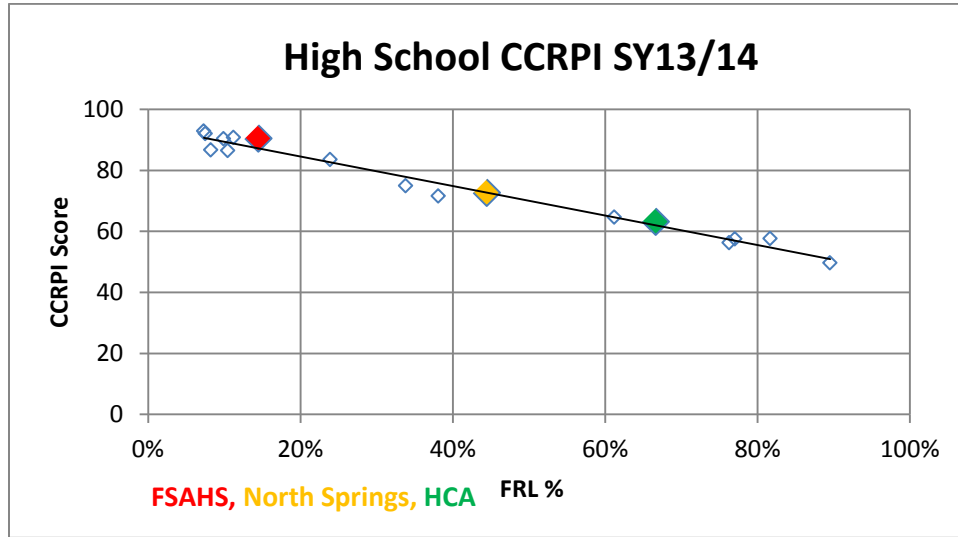
Unfortunately, the CCRPI Report for SY 14/15 was not released by the due date of this report. The academic performance data for each school in FCS is available to the FCBOE and to each school through the FCS Accountability Office. Charter school performance is included in all academic reports to the public.

FCS compares charter school student performance to similar typical FCS school performance. Using Free and Reduced Lunch data as an indicator of poverty levels at the schools, a regression analysis of school performance on mandatory standardized tests is used as the primary basis for evaluation. Charter schools are expected to perform as well or better than similar schools in their poverty quintile. Typical schools in the system are represented by a clear marker while the charters are color coded.

Using this approach, detailed academic performance in each Criterion Referenced Competency Test (CRCT) subject area in the high stakes grades of third, fifth and eighth as well as the high school End of Course Tests (EOCT) data is presented for both Meets and Exceeds categories in the appendix of this report. We strongly suggest that parents who are contemplating charter choices examine this information in detail.

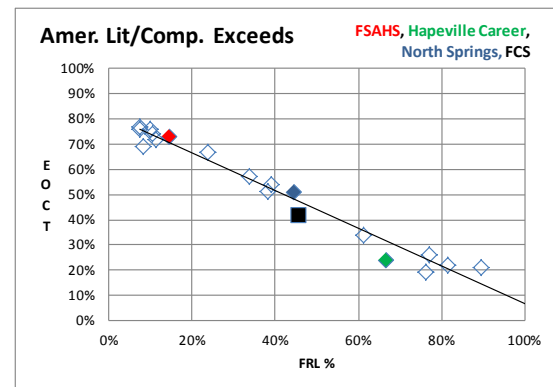
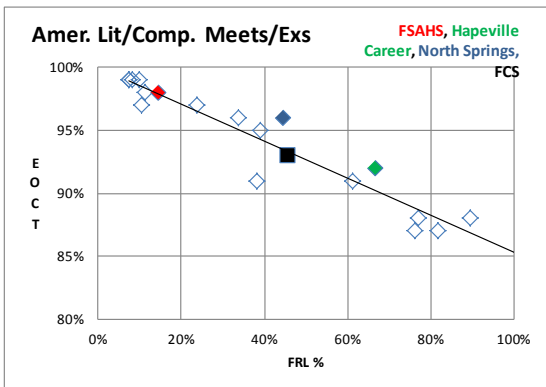
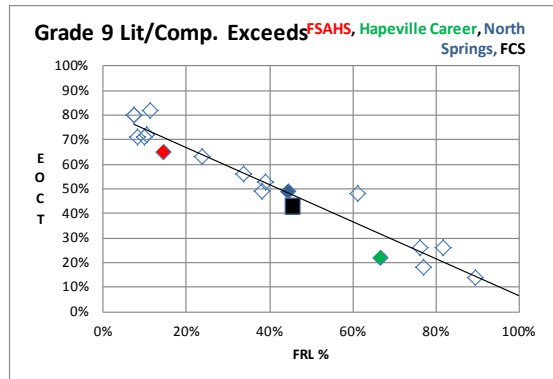
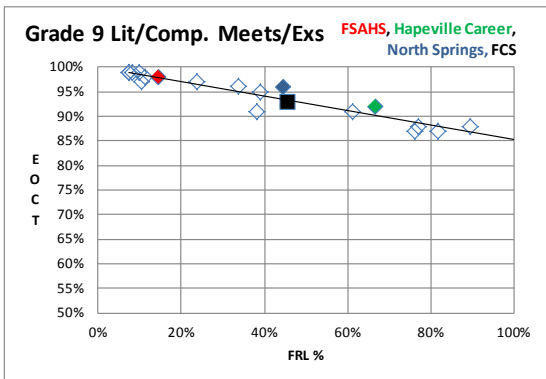
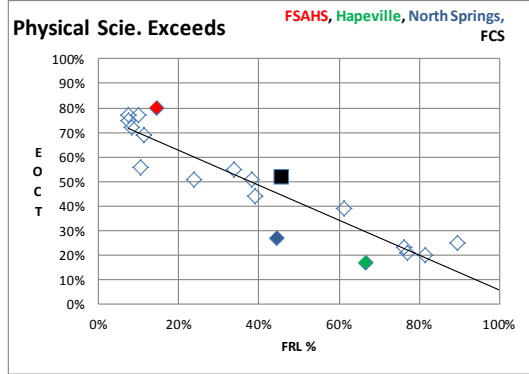
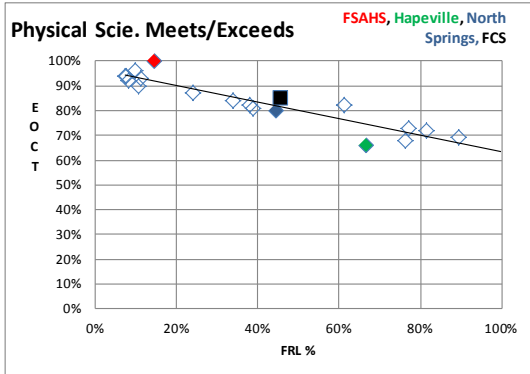
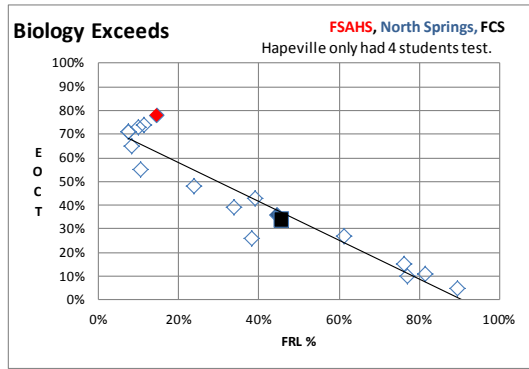
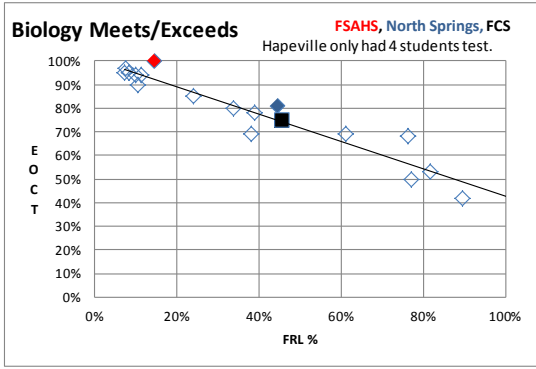
High School CCRPI SY 13/14

Regressions

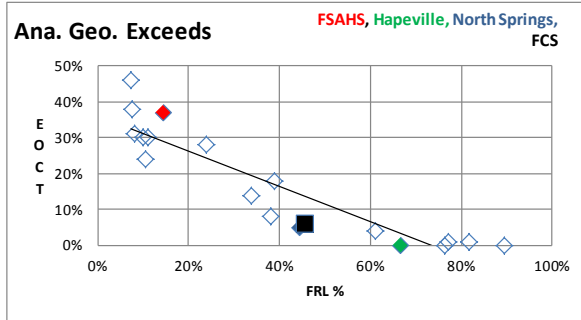
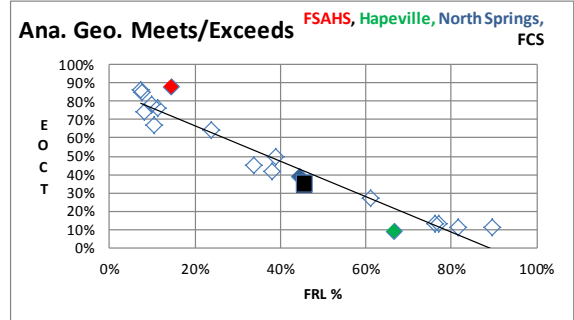
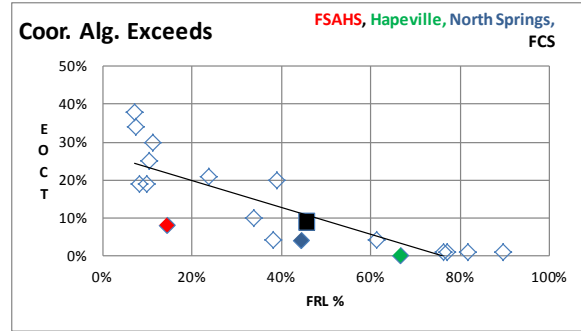
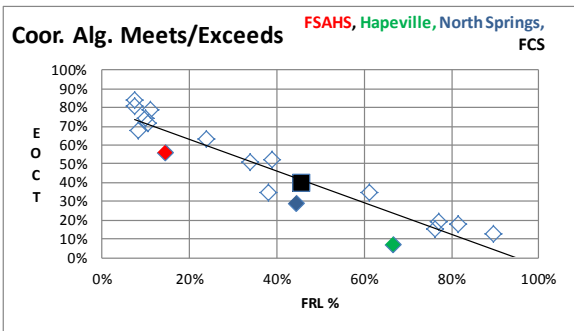
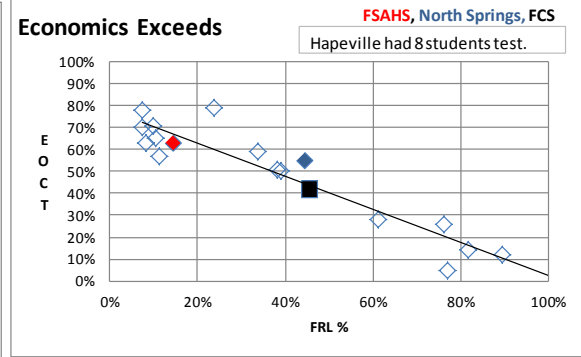
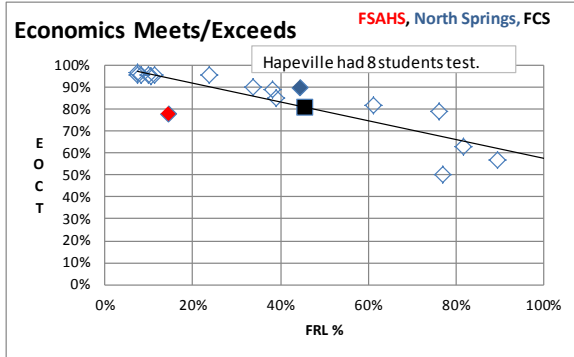
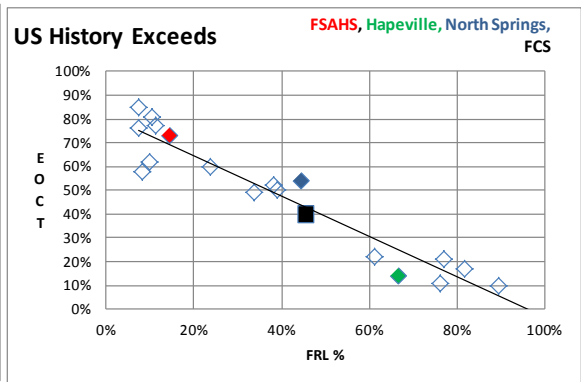
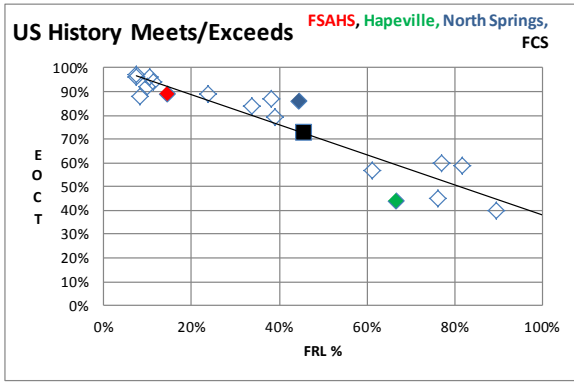


SCHOOLS BY LEARNING COMMUNITY	ACADEMIC ACHIEVEMENT POINTS	STUDENT PROGRESS POINTS	ACHIEVEMENT GAP POINTS	ED/EL/SWD PERFORMANCE	EXCEEDING THE BAR POINTS	CCRPI UPDATED SCORE		FRL%
	2014	2014	2014	2014	2014	2013	2014	
All FCS High Schools	47.2	16.3	6.3	2.0	0.4	77.8	72.2	46%
North Springs Charter High School	46.5	16.2	7.5	2.5	0.0	75.6	72.7	44%
Riverwood International School	47.0	16.8	6.3	1.0	0.5	73.5	71.6	38%
Tri-Cities High School	37.2	14.6	5.0	0.4	0.5	62.8	57.7	82%
Central LC	43.6	15.9	6.3	1.3	0.3	70.6	67.3	55%
Centennial High School	48.6	15.3	8.7	2.4	0.0	75.5	75.0	34%
Chattahoochee High School	54.9	18.6	15.0	2.3	0.0	93.8	90.8	11%
Johns Creek High School	56.6	17.7	15.0	1.8	1.0	92.4	92.1	7%
Northview High School	56.8	18.2	15.0	1.9	1.0	93.9	92.9	7%
Northeast LC	54.2	17.5	13.4	2.1	0.5	88.9	87.7	15%
Alpharetta High School	54.5	16.8	12.5	1.7	1.0	87.1	86.5	10%
Cambridge High School	54.4	16.9	13.8	1.7	0.0	86.8	86.8	8%
Fulton Science Academy	53.9	18.9	13.8	3.9	0.0	89.4	90.5	14%
Milton High School	55.6	18.1	13.8	1.9	1.0	90.7	90.4	10%
Roswell High School	52.3	17.8	11.3	2.2	0.0	84.4	83.6	24%
Northwest LC	54.1	17.7	13.0	2.3	0.4	87.7	87.6	13%
Banneker High School	30.3	13.9	5.0	0.0	0.5	59.5	49.7	90%
Creekside High School	34.6	14.5	7.5	0.5	0.5	57.2	57.6	77%
Hapeville Charter Career Academy	40.1	12.9	7.5	2.7	0.0	66.2	63.2	67%
Langston Hughes High School	38.1	13.8	2.5	1.4	0.5	67.0	56.3	76%
Westlake High School	41.8	15.4	5.0	2.0	0.5	69.1	64.7	61%
South LC	37.0	14.1	5.5	1.3	0.4	63.8	58.3	74%

High School End of Course Tests SY13/14

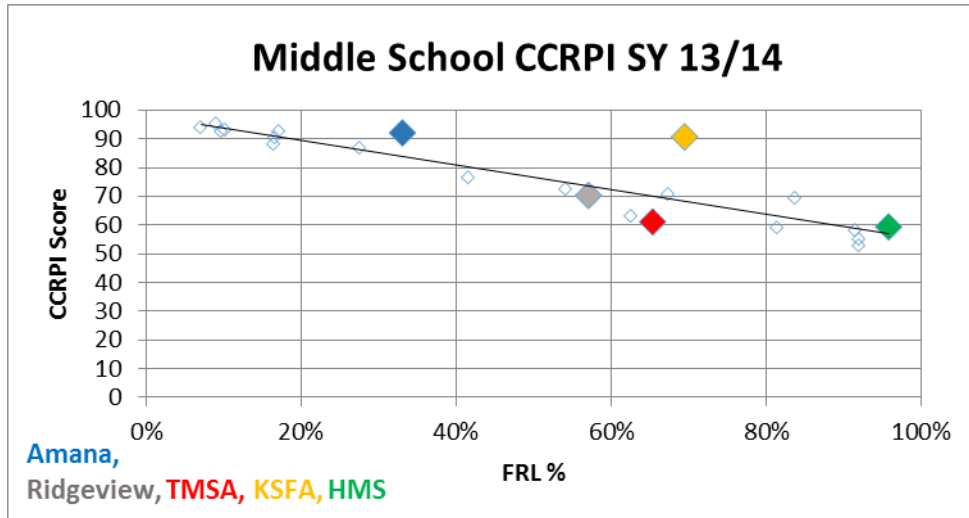


High School End of Course Tests SY 13/14



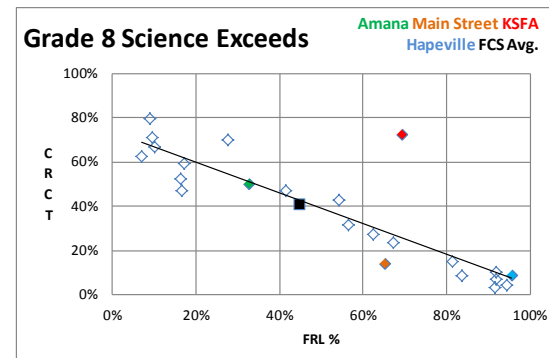
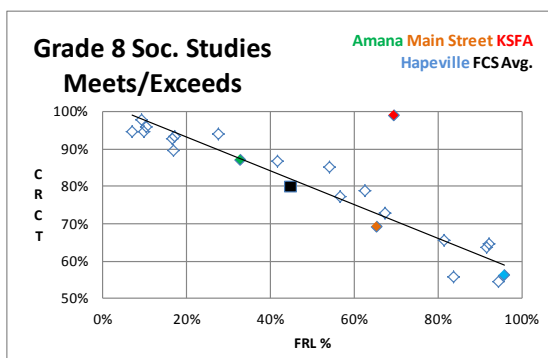
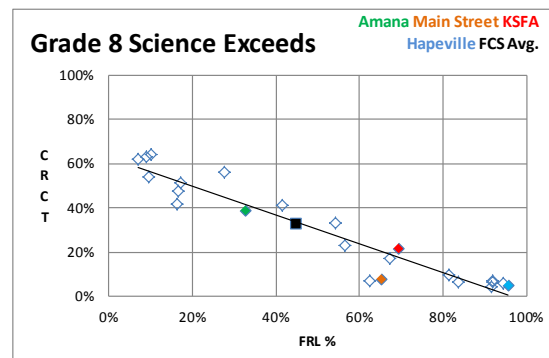
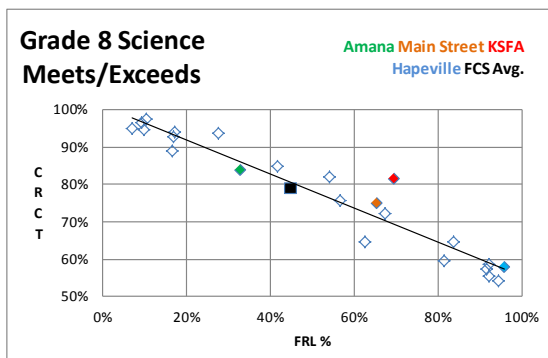
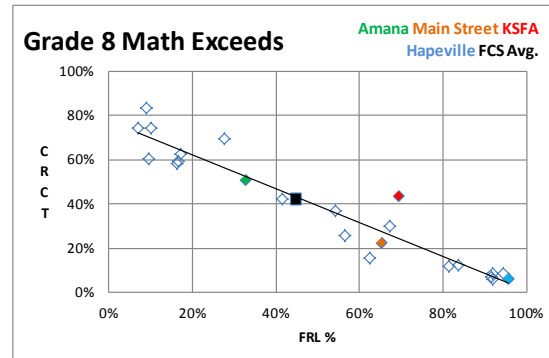
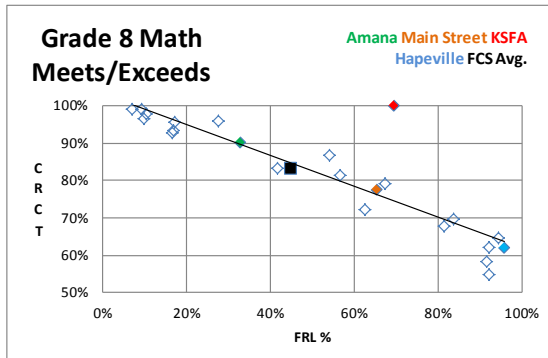
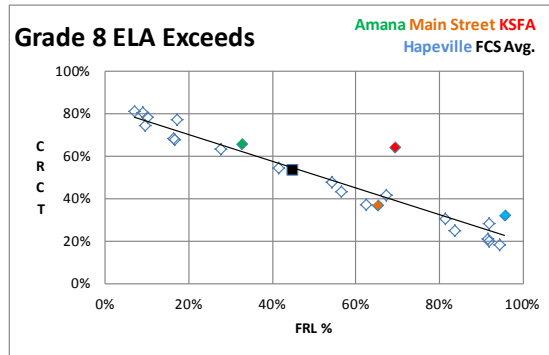
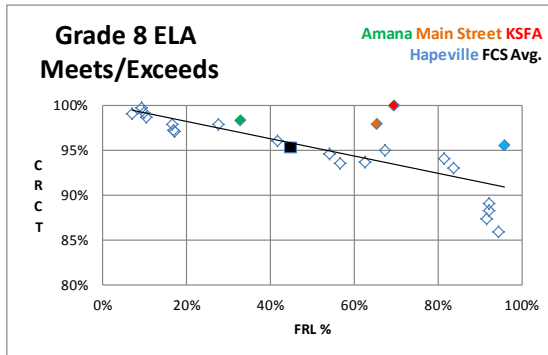
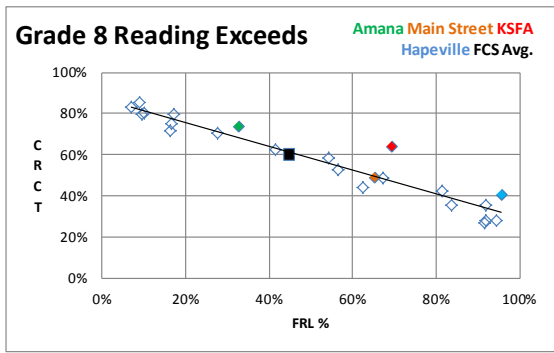
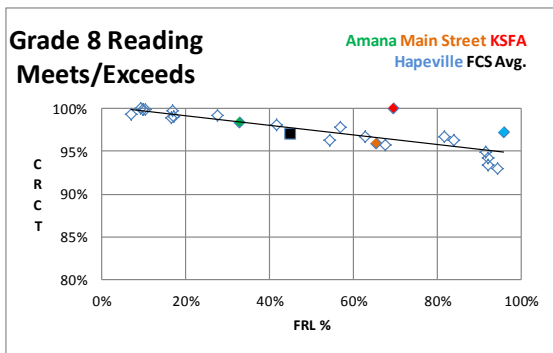
Middle School CCRPI SY 13/14

Regressions



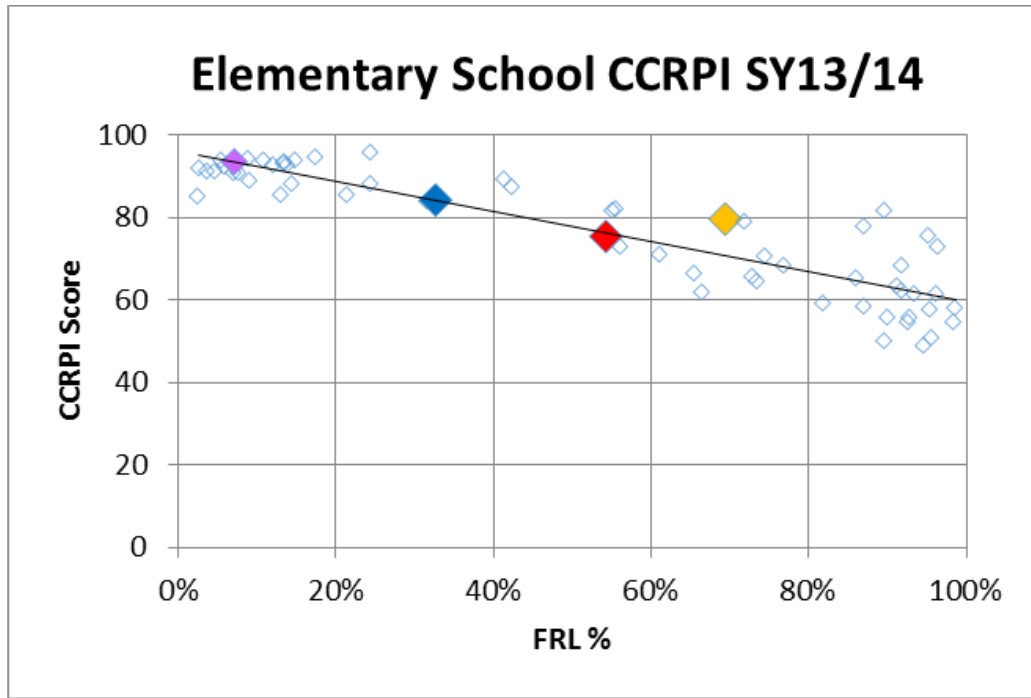
SCHOOLS BY LEARNING COMMUNITY	ACADEMIC ACHIEVEMENT POINTS	STUDENT PROGRESS POINTS	ACHIEVEMENT GAP POINTS	ED/EL/SWD PERFORMANCE	EXCEEDING THE BAR POINTS	CCRPI UPDATED SCORE		FRL%
	2014	2014	2014	2014	2014	2013	2014	
All Middle Schools	50.6	16.2	5.0	0.7	0.2	75.2	72.7	45%
Hapeville Charter Middle School	41.7	12.3	3.0	2.5	0.0	61.4	59.5	96%
KIPP South Fulton Academy School	54.5	17.8	12.0	6.5	0.0	87.6	90.8	69%
Main Street Charter Academy Midd	44.4	15.2	1.0	0.6	0.0	68.5	61.2	65%
Sandy Springs Middle School	47.7	15.6	6.0	1.5	0.0	75.8	70.8	67%
Woodland Middle School	38.9	14.4	2.0	0.0	0.0	57.9	55.3	92%
Central LC	46.4	15.8	5.3	2.2	0.0	72.5	69.5	74%
Autrey Mill Middle School	58.9	17.3	15.0	1.8	0.5	93.6	93.5	10%
Haynes Bridge Middle School	55.6	16.9	10.0	3.9	0.5	89.5	86.9	28%
Holcomb Bridge Middle School	49.4	16.4	5.0	1.3	0.5	78.3	72.6	54%
River Trail Middle School	59.2	18.1	15.0	1.7	0.0	94.9	94.0	7%
Taylor Road Middle School	58.1	15.9	14.0	2.8	0.0	93.1	90.8	17%
Northeast LC	56.2	16.9	11.8	2.3	0.3	89.9	87.6	23%
Amana Academy School	56.0	19.8	13.0	3.4	0.0	78.8	92.2	33%
Crabapple Middle School	58.7	18.4	13.0	2.8	0.0	92.9	92.9	17%
Elkins Pointe Middle School	51.3	17.1	6.0	1.7	0.5	78.9	76.6	42%
Hopewell Middle School	55.5	18.1	13.0	1.7	0.0	84.6	88.3	16%
Northwestern Middle School	59.0	16.7	15.0	1.6	0.5	93.9	92.8	10%
Webb Bridge Middle School	59.3	19.3	15.0	1.9	0.0	95.8	95.5	9%
Northwest LC	56.8	17.9	12.4	1.9	0.2	89.2	89.2	19%
Bear Creek Middle School	42.1	15.2	10.0	1.8	0.5	61.3	69.6	84%
Camp Creek Middle School	37.8	14.3	5.0	1.0	0.5	65.7	58.6	91%
McNair Middle School	34.9	13.5	4.0	0.0	0.5	52.2	52.9	92%
Renaissance Middle School	40.5	14.2	4.0	0.6	0.0	64.5	59.3	81%
Sandtown Middle School	44.2	14.1	3.0	1.4	0.5	69.8	63.2	63%
South LC	39.9	14.3	5.2	1.0	0.4	62.7	60.7	82%

Grade 8
Criterion Reference Competency Test SY13/14



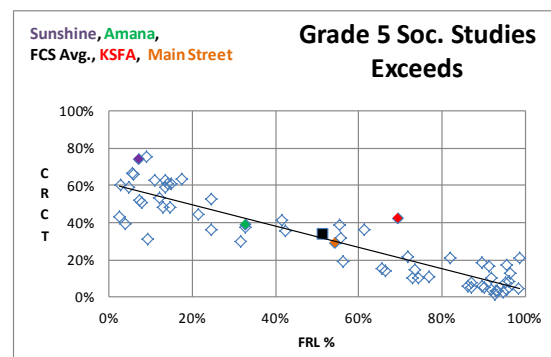
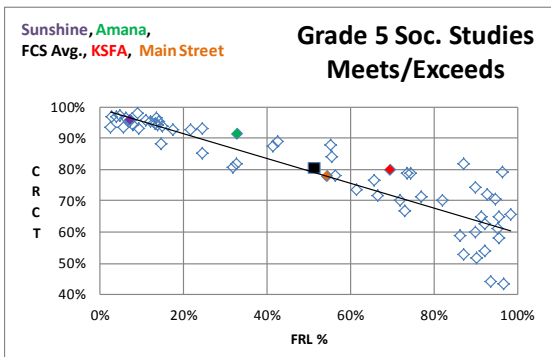
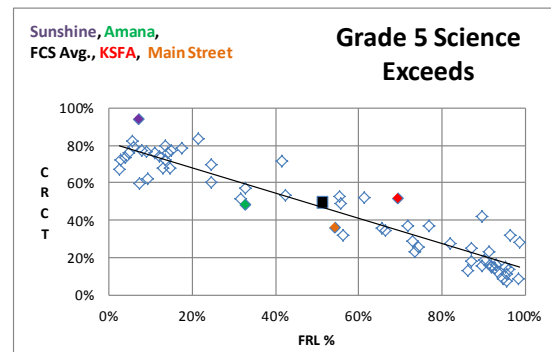
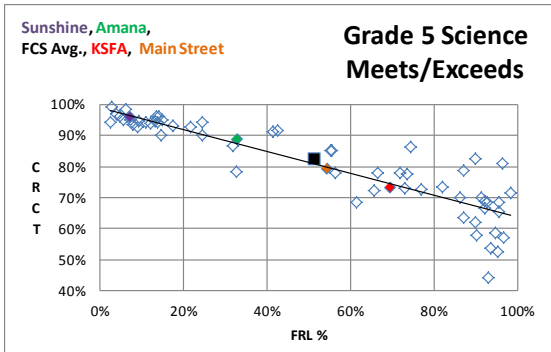
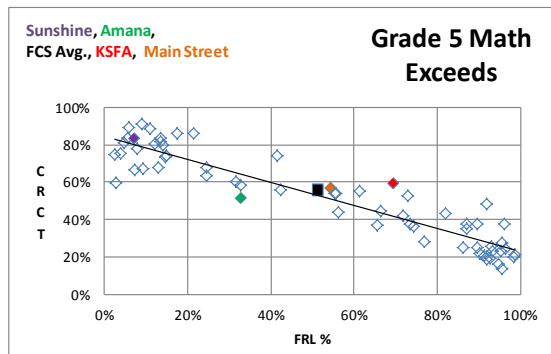
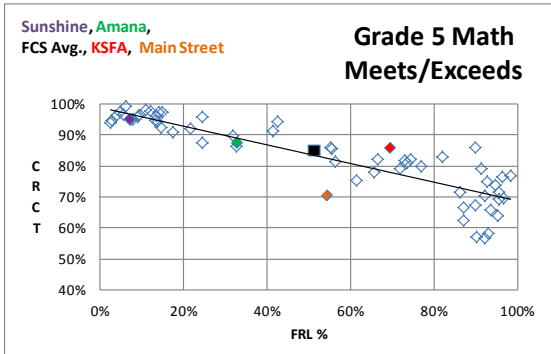
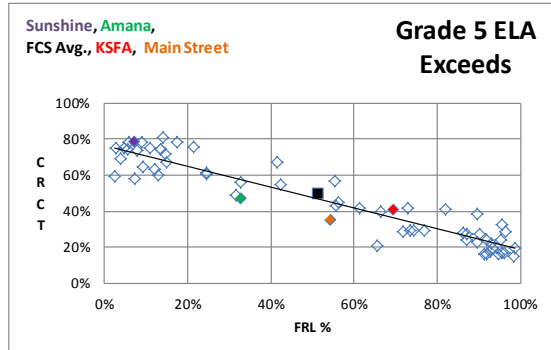
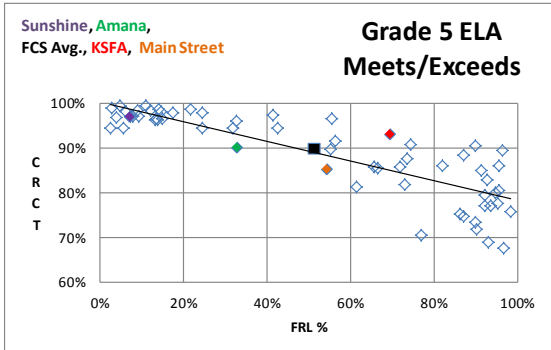
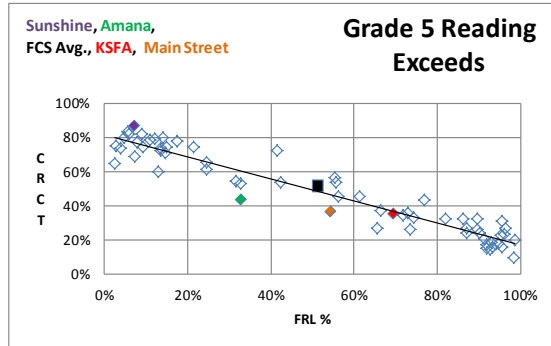
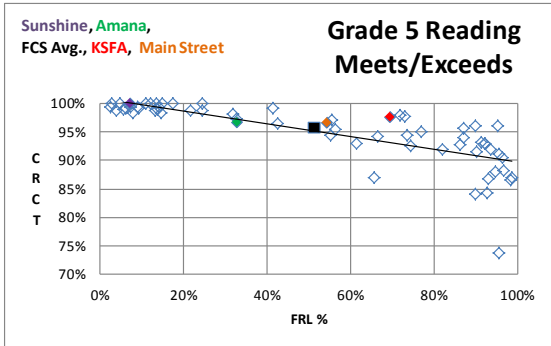
Elementary School CCRPI SY 13/14

Regressions



SCHOOLS BY LEARNING COMMUNITY	ACADEMIC ACHIEVEMENT POINTS	STUDENT PROGRESS POINTS	ACHIEVEMENT GAP POINTS	ED/EL/SWD PERFORMANCE	EXCEEDING THE BAR POINTS	CCRPI UPDATED SCORE		FRL%
	2014	2014	2014	2014	2014	2013	2014	
All Schools	49.9	16.2	5.0	2.2	0.8	78.4	74.1	51%
Conley Hills Elementary School	40.7	18.2	8.0	4.6	1.5	70.5	73.0	96%
Dunwoody Springs Charter School	47.3	15.4	11.0	4.8	0.5	65.9	79.0	72%
Hamilton E. Holmes Elementary	30.7	14.5	2.0	1.3	0.5	56.6	49.0	95%
Hapeville Elementary School	38.1	15.4	6.0	0.7	1.5	64.5	61.7	96%
Hearns Ferry Elementary School	57.9	16.5	15.0	1.2	0.5	91.2	91.1	4%
High Point Elementary School	47.4	15.3	6.0	0.9	1.5	73.9	71.1	61%
Ison Springs Elementary School	44.7	13.4	4.0	5.3	1.0	86.9	68.4	77%
KIPP South Fulton Academy School	48.9	20.0	4.0	6.7	0.0	89.6	79.6	69%
Lake Forest Elementary	41.1	14.7	2.0	0.0	0.5	64.2	58.3	99%
Main Street Academy Elementary	49.3	15.6	9.0	1.5	0.0	77.9	75.4	54%
Mount Olive Elementary School	33.3	13.1	4.0	0.0	0.5	55.2	50.9	96%
Oak Knoll Elementary School	39.8	18.3	8.0	1.2	1.0	62.1	68.3	92%
Parklane Elementary School	35.7	17.0	4.0	0.7	0.5	58.8	57.9	96%
Spalding Drive Elementary	53.4	17.1	11.0	1.7	1.0	78.6	84.2	33%
Woodland Elementary School	50.0	18.2	9.0	4.5	0.5	85.8	82.2	56%
Central LC	43.9	16.2	6.9	2.3	0.7	72.1	70.0	73%
Abbotts Hill Elementary School	57.1	17.1	15.0	2.7	1.0	95.1	92.9	12%
Barnwell Elementary School	56.8	16.2	13.0	2.1	1.0	93.9	89.1	9%
Dolvin Elementary School	57.3	17.2	15.0	2.8	0.5	94.0	92.8	14%
Findley Oaks Elementary School	57.3	16.4	15.0	1.5	0.5	93.8	90.7	8%
Hillside Elementary School	49.6	18.2	10.0	3.1	1.0	77.3	81.9	55%
Jackson Elementary School	43.6	14.9	5.0	1.9	1.0	68.1	66.4	66%
Medlock Bridge Elementary School	56.5	18.7	14.0	3.3	0.5	97.4	93.0	14%
Northwood Elementary School	57.2	18.4	15.0	3.9	1.5	88.7	96.0	24%
Ocee Elementary School	57.2	18.9	15.0	3.0	0.5	94.9	94.6	18%
River Eves Elementary School	51.8	18.3	12.0	4.9	0.5	83.1	87.5	43%
Shakerag Elementary School	59.0	16.6	15.0	1.9	1.5	95.0	94.0	6%
State Bridge Crossing School	58.9	16.6	15.0	2.4	1.0	93.4	93.9	15%
Wilson Creek Elementary School	58.8	16.9	15.0	2.7	0.5	94.8	93.9	11%
Northeast LC	55.5	17.3	13.4	2.8	0.8	90.0	89.7	23%
Alpharetta Elementary School	53.4	16.6	11.0	3.5	1.0	93.5	85.5	22%
Amana Academy School	53.2	18.6	9.0	2.4	0.0	82.7	83.2	33%
Birmingham Falls Elementary School	57.0	15.0	11.0	1.5	0.5	91.1	85.0	3%
Cogburn Woods Elementary School	55.5	16.8	10.0	2.6	0.5	88.9	85.4	13%
Crabapple Crossing Elementary School	59.0	15.0	15.0	1.4	1.5	93.0	91.9	3%
Creek View Elementary School	56.4	18.6	15.0	2.5	1.0	90.5	93.5	14%
Fulton Sunshine Charter Elementary	58.6	17.2	15.0	1.7	1.0	95.6	93.5	7%
Hembree Springs Elementary School	54.8	18.3	10.0	5.3	1.0	90.8	89.4	41%
Lake Windward Elementary School	56.8	19.5	15.0	2.5	0.5	92.3	94.3	9%
Manning Oaks Elementary School	53.0	16.4	9.0	4.7	1.0	90.9	84.1	32%
Mimosa Elementary School	39.2	13.2	7.0	1.9	1.0	63.9	62.3	92%
Mountain Park Elementary School	57.3	15.5	15.0	1.6	1.5	92.1	90.9	7%
New Prospect Elementary School	56.7	16.0	12.0	2.1	1.5	87.6	88.3	15%
Roswell North Elementary School	53.7	16.9	14.0	2.2	1.5	72.7	88.3	25%
Summit Hill Elementary	58.6	14.9	15.0	1.3	1.5	92.1	91.3	5%
Sweet Apple Elementary School	56.7	18.8	15.0	1.5	0.5	93.6	92.5	6%
Northwest LC	55.0	16.7	12.4	2.4	1.0	88.2	87.5	20%
Bethune Elementary School	36.3	13.3	0.0	0.0	0.5	60.9	50.1	90%
Brookview Elementary School	38.4	18.1	7.0	0.0	0.0	61.4	63.5	91%
Campbell Elementary School	46.9	16.1	12.0	6.3	0.5	71.6	81.8	90%
Cliftondale Elementary School	45.2	14.2	2.0	0.7	0.0	75.2	62.1	67%
E. C. West Elementary School	44.2	17.0	6.0	2.8	0.5	75.8	70.5	74%
Feldwood Elementary School	37.9	13.9	4.0	0.0	0.0	57.9	55.8	90%
Gullatt Elementary School	35.2	14.5	11.0	0.9	0.0	47.8	61.6	93%
Heritage Elementary School	32.2	14.9	7.0	0.7	0.0	57.5	54.8	98%
Lee Elementary School	42.5	16.4	0.0	0.0	0.5	71.6	59.4	82%
Liberty Point Elementary School	40.7	14.2	3.0	0.0	0.5	57.3	58.4	87%
Nolan Elementary School	36.7	12.5	5.0	0.0	0.5	62.9	54.7	93%
Oakley Elementary School	42.1	14.5	7.0	1.8	0.0	62.4	65.4	86%
Palmetto Elementary School	43.6	16.3	9.0	7.5	1.5	75.4	77.9	87%
Randolph Elementary School	44.7	14.3	5.0	0.8	1.0	74.3	65.8	73%
Renaissance ES	42.4	14.2	4.0	2.4	1.5	75.1	64.5	74%
S. L. Lewis Elementary School	38.3	14.4	1.0	1.0	1.0	77.2	55.7	93%
Stonewall Tell Elementary School	48.6	14.1	5.0	4.6	0.5	83.8	72.8	56%
Tubman Elementary School	41.6	17.9	14.0	1.0	1.0	53.7	75.5	95%
South LC	41.0	15.0	5.7	1.7	0.5	66.8	63.9	84%

Grade 5
Criterion Reference Competency Test SY 13/14



Grade 3
Criterion Reference Competency Test SY 13/14

