

Fulton County Schools

State of the Charter Sector Report For School Year 2012/13

Executive Summary

Fulton County Schools (FCS) has included charter schools in its portfolio of offerings for over a decade. In the 2012/13 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 FCS charter schools.

Overview of Charter Sector

- The charter sector of the FCS portfolio is making consistent progress academically and organizationally.
- Growth opportunities exist in each Learning Community in the system.
- While academic performance is generally acceptable, there is a need for more charters which strongly outperform similar typical FCS schools.

Attendance Trend Analysis

- The charter sector continues to experience strong community support as demonstrated by capacity attendance levels and wait lists at eight out of ten campuses.
- The charter sector generally serves a more racially diverse student body and a higher percentage of students in poverty than the Learning Communities in which they are located.
- Charter schools generally serve students who qualify for special programming in similar proportions as their Learning Community averages. However, there are opportunities for more charter school offerings within each Learning Community.

Governance Performance Analysis

- Ninety-two percent (92%) of governing board members attended mandatory FCS trainings. Seven out of nine boards sought training beyond the minimum FCS standards either from FCS or from approved providers.
- Follow up observations indicate that all governing boards are implementing the concepts in the training program with varying degrees of success and are compliant to federal Sunshine standards.
- The degree of authority utilized varies greatly from charter to charter reflecting a diversity of organizational approaches within the sector.

Academic Performance Analysis

- Charter school performance is closely tied to the student body poverty level.
- Most charter schools are generally performing as predicted.
- Two charter schools, KIPP South Fulton Academy and North Springs Charter High School, generally outperform expectations.

Financial Analysis

- Four out of the six start up charters reflect positive indicators in the four areas of analysis.
- Occupancy costs remain a concern for charters in the north Fulton communities.
- Three out of six start up charters own their own facility which results in much improved sustainability ratios.

Personnel Analysis

- Charter schools are being included in the system-wide federal audit of FCS personnel processes which is taking place at this time. Data from that federal audit was not available before the deadline of this report.
- The percentage of charter teachers meeting Highly Qualified standards is generally lower than the system average.
- Charter school teachers are less experienced than those teaching in the typical schools and earn a lower salary than the system average.

Report Organization and Content

Fulton County Schools believes that every student should be educated to his/her fullest potential. To that end we recently 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 Request for Charter Petition process.

This report summarizes sector issues and trends as identified through FCS oversight. Generally published in the winter, this year's report was timed to coincide with the release of the new Georgia Career and College Readiness Performance Index (CCRPI). Unfortunately, the CCRPI was not released on schedule this year. Therefore, this report will not include that summative information and will, instead, contain standardized testing data as was our practice before the introduction of the CCRPI.

A companion piece, The Interim Compliance Report, is issued directly to the charter schools over the summer months. It identifies compliance issues and trends specific to each individual school.

Through these reports, charter schools are provided the information needed to support student success and refine their practices to improve performance. Also, systemic oversight provides the school system sufficient information to identify charters which do not meet expectations financially, operationally, or in the area of student performance and take steps to either remediate or close those charters. Conversely, the data indicating successful charters is used to inform the system about useful practices that may be applied to other FCS schools and families who might be interested in attending the schools.

Finally, the information in this report is intended to inform the Fulton County Board of Education so they may make data based decisions regarding these schools as it relates to their responsibility as authorizers.

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

1. Pull Out Sheets for Charter Contact Information and Charter Offerings page 5
2. Attendance Trend Analysis page 7
3. Governance Performance Analysis page 11
4. Academic Performance Analysis page 14

Since every conversion charter has delegated financial and personnel responsibilities to FCS, only the start up charter schools are reviewed in the following sections:

5. Financial Analysis page 21
6. Personnel Analysis page 24

Appendix page 26

FCS Charter Summary Sheet 2013-2014 School Year

<u>Start Up Charters</u>	Grades	Innovations	First Year	Contract Term
Amana Academy http://www.amanaacademy.org 285 South Main Street, Alpharetta 30009 Mr. Ehab Jaleel 678-624-0989	K – 8	Expeditionary Learning Instructional Model Dual Language in middle school Single Gender Classes in middle school Teacher Looping Parent Governance Admission by Lottery	2005-06	6/09 – 7/14
Fulton Science Academy High School (TEACH) http://fsahigh.org/ 4100 Old Milton Parkway, Suite 100, Alpharetta 30005 Mr. Namik Sercan 770-475-3223	9 - 12	Increased use of technology Enhanced Course Selections TAG approaches in all classes Small class size Higher graduation standards Admission by Lottery	2006-07	6/10 – 7/15
Fulton Sunshine Academy http://fultonsunshine.org/ 1335 Northmeadow Parkway, Roswell 30076 Mr. Murat Cetin 770-410-1500	K – 5	Foundational Approaches in Science Teaching (FAST) and Connected Math (CMP) Curriculum Mandatory Uniforms Admission by Lottery	2010-11	7/10-6/15
Hapeville Charter School Hapeville MS Campus http://hapevillems.org/ 3535 South Fulton Avenue, Hapeville 30354 Ms. Marcia Lowe 404-767-7730	6 – 8	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	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>	9 - 12	<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>	5 - 8	<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>	2003-04	6/13 - 7/18
<p>Main Street Academy www.tricitiescharter.org 3480 E. Main Street, College Park 30337 Mr. Jeff Homan 404-763-3900</p>	K-8	<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>	2010-11	7/10 - 6/15
<p>Conversion Charters Ridgeview Middle Charter http://www.fultonschools.org/school/ridgeview 5340 S. Trimble Road, Sandy Springs 30342 Ms. Lisa Hastey 404-843-7710</p>	6 - 8	<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>	2006-07	6/11 - 7/16
<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>	9 - 12	<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>	2007-08	6/07 - 7/15

Attendance Trend Analysis

Summary:

1. The charter sector continues to experience strong community support as demonstrated by capacity attendance and wait lists at eight out of nine schools.
2. The charter schools generally serve a more racially diverse student body and a higher percentage of students in poverty than the Learning Communities in which they are located.
3. Charter schools generally serve students who qualify for special programming in the similar proportions as their Learning Community averages. However, there are opportunities for more charter school offerings within each Learning Community.
4. While charters do serve significant levels of students qualifying for various academic programs, they do not accomplish this to the same degree as their learning communities as a whole. Regarding program offerings, there is an opportunity for more school choices in the following learning communities:
 - Northwest - gifted and talented programming
 - Central - English Language Learners programming
 - South - remedial programming.
 - Northeast – There are no charter choices in this Learning Community.

Background:

Fulton County Schools has included charter schools in its portfolio of school offerings for over a decade. In SY 12/13, FCS authorized nine charter schools, six start up and three conversion charters. Sandy Springs Charter Middle School requested to terminate its contract in April of 2014. Approximately 3,900 students attended start ups and 3,500 attended conversions. Approximately eight percent (8%) of FCS students attended charters.

Start up charter schools are complete schools of choice meaning students from anywhere in the county system 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 local families continue the pattern of returning to the public school system, the number of slots available to families living outside the conversion schools' transportation zones is dwindling.

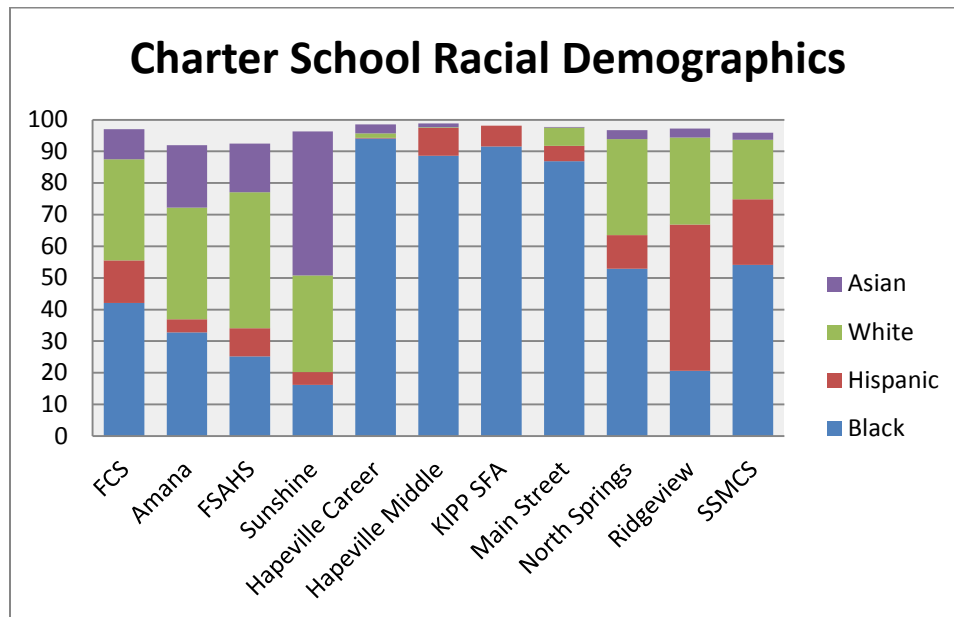
Analysis in this section will reflect county averages for SY 12/13. The actual number enrolled at a school may vary from month to month. All data was retrieved from the Fulton County Schools student information system for SY 12/13.

Attendance Supporting Data

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

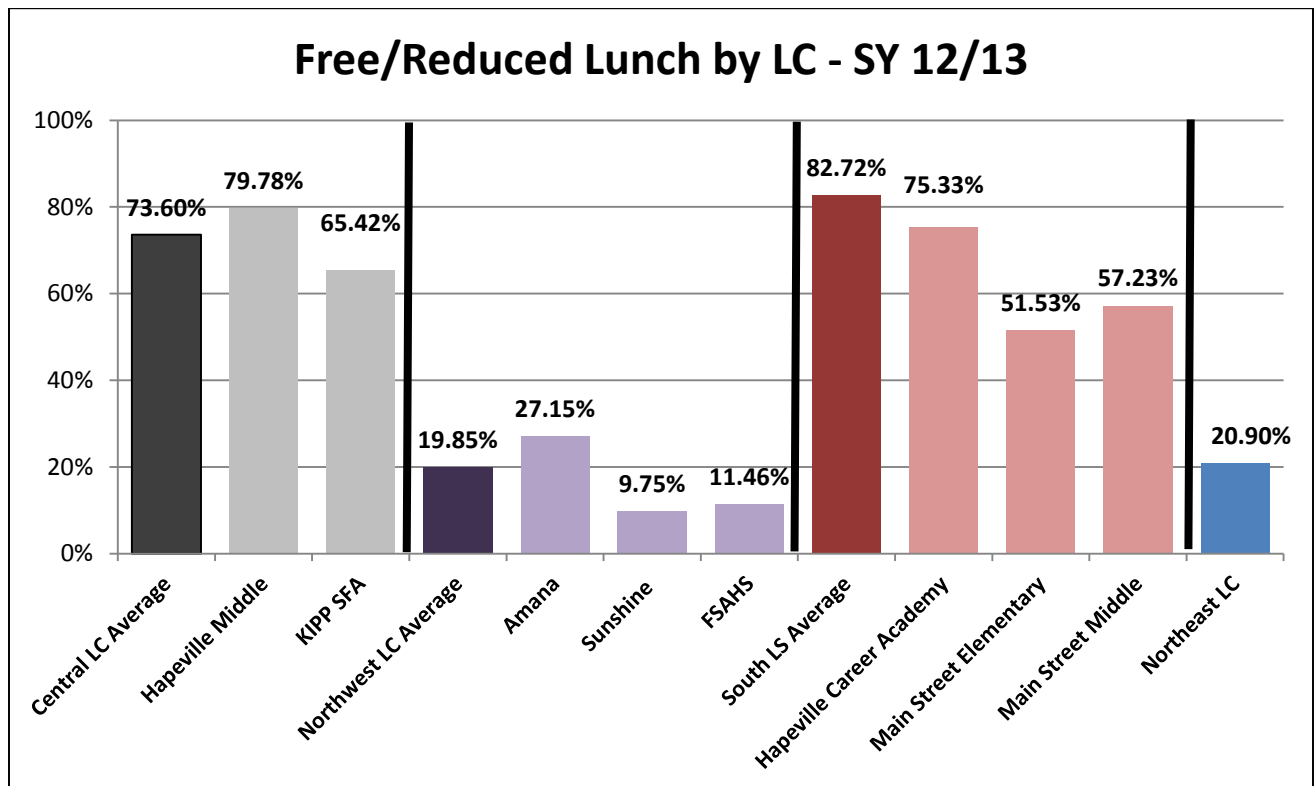
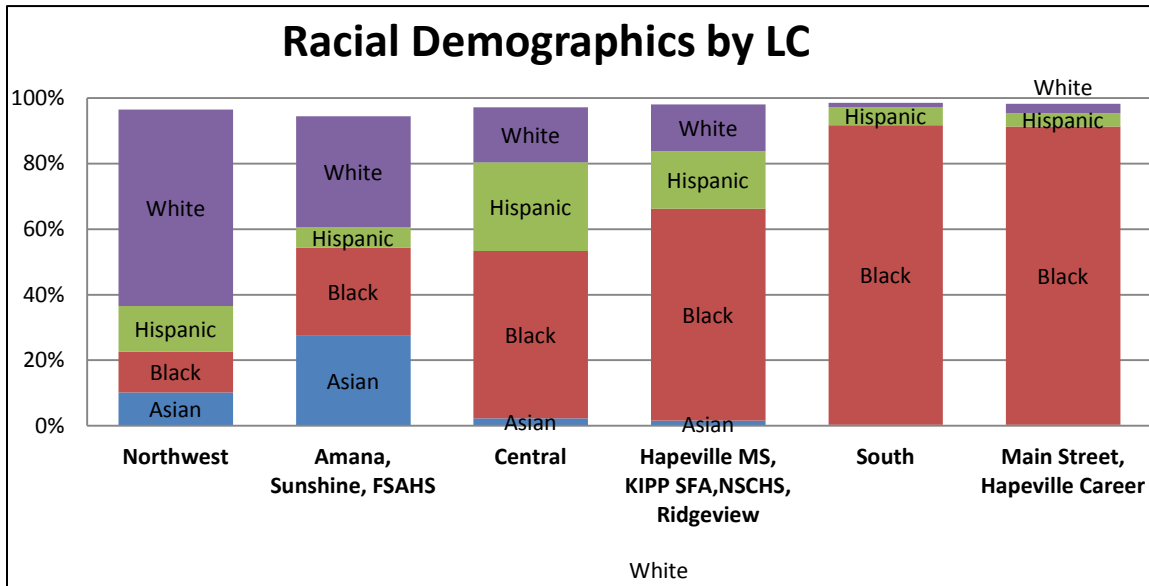
School	# of Students	Attendance Zone	Grades Served	At Capacity
Amana Academy	700	County-wide	K - 8	Yes
Fulton Science Academy HS	173	County-wide	9 - 12	No
Fulton Sunshine	562	County-wide	K - 5	Yes
Hapeville MS	549	County-wide	6 - 8	Yes
Hapeville Career Academy	687	County-wide	9 - 12	Yes
KIPP South Fulton Academy	309	County-wide	5 - 8	Yes
Main Street Academy	881	County-wide	K - 8	Yes
North Springs Charter High	1566	State-wide	9 - 12	No
Ridgeview Charter	991	State-wide	6 - 8	Yes
Sandy Springs Middle Charter	876	County-wide	6 - 8	Yes

2. FCS Charters are serving a racially diverse student body.



3. While largely mirroring the Learning Community in which they are located, there are some notable differences.

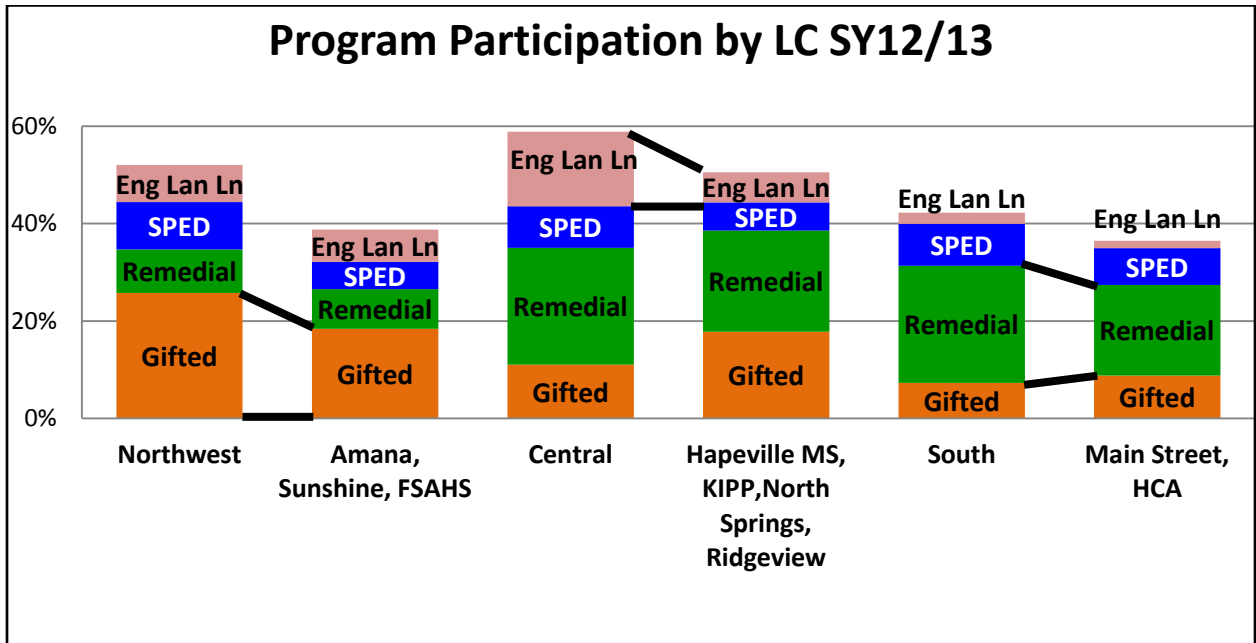
- Northwest and Central charters are serving fewer Hispanic students than their Learning Communities.
- South charters are not serving students in poverty to the same level as their Learning Community.
- There are no charter schools in the Northeast Learning Community.



4. While charters do serve significant levels of students in various program areas, they do not accomplish this to the same degree as their Learning Communities as a whole.

Regards program offerings, there is an opportunity for more school choices in the following learning communities:

- Northwest - gifted and talented programming
- Central – programming to benefit English Language Learners
- South - remedial programming
- Northeast - TBD



Note, this analysis will not add up to 100% and there might be some students who are in more than one category at the same time, for example being gifted and an English Language Learner. This analysis is for comparison purposes only.

Governance Performance Analysis

Summary:

1. Ninety-two percent (92%) of governing board members attended mandatory FCS trainings.
2. Follow up observations indicate that all governing boards are implementing the concepts in the training program with varying degrees of success and are minimally compliant to federal Sunshine standards.
3. The degree of authority utilized varies greatly from charter to charter reflecting a diversity of organizational approaches.

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.

The district's move to charter system status necessitates of clarification in terms.

- Local School Advisory Councils (LSACs) advise the principal.
- School Governing Councils (SGCs) serve FCS typical schools in one of the three System Cohorts.
- Governing Boards (GB) serve charter schools.

Under state law, existing charter schools may choose to terminate their charter contract and join the charter system contract. In SY 12/13 Riverwood International High School and Spalding Drive Elementary School both elected to join the charter system. Sandy Springs Middle School is currently in the process of terminating their existing charter contract with an end date in April 2014.

Currently, over 75 volunteers serve on the governing boards in the nine FCS charter schools. Due to the varying election schedules across the charter sector, information presented in this report covers current governing boards. Sandy Springs Middle Charter Middle School is in the process of terminating their charter contract and joining Cohort Two in April 2014. Consequently, they were not required to participate in mandatory trainings for this school year.

FCS conducts mandatory training sessions for all new governing board members. The topics covered include: Governance Theory, Charter Law, Financial Practices, Performance Assessments, and Best Practices. Per governing board requests, additional training modules have been developed in the areas of meeting management, decision making processes and Roberts Rules of Order. Also, per governing board request, an additional training will be conducted in the spring for those schools holding spring elections.

Governing Analysis Support Data

1. **Ninety-two percent (92%) of governing board members attended mandatory FCS trainings.**

Governing Board Members 2013-14				
School	Number of Members	Numbers Trained	Additional Training Recd.	Parent Majority
Amana	8	7	No	Yes
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	14 (4 new members)	Yes	Yes
Ridgeview Charter	10	10	Yes	Yes
Sandy Springs Middle	9 (Moving to Cohort Training)	0	Yes	Yes

2. **Follow up observations indicate that all governing boards are implementing the concepts in the training program with varying degrees of success.**

School	Minutes Posted	Contact Information Posted	Communication Protocols Followed	Successful Response to Initial Compliance Reports Items
Amana	Yes	Yes	Yes	Yes
FSAHS	Yes	Yes	Yes	Yes
Fulton Sunshine	Yes	Yes	Yes	1 Item Missing
Hapeville Charter Schools	Yes	Yes	Yes	Yes
KIPP South Fulton Academy	Yes (Qtr. Mtgs.)	Yes	Yes	Yes
Main Street Academy	Yes	Yes	Yes	Yes
North Springs Charter	Yes	Yes	Yes	Yes
Ridgeview Charter	Yes	Yes	Yes	Yes
Sandy Springs Middle	Yes	Yes	Yes	N/A (Moving to Cohort School)

3. The degree of authority utilized varies greatly from charter to charter reflecting a diversity of organizational approaches.

Decision Making Authority	Legal Structure	Personnel Authority	Financial/Resource Allocation Authority	Academic Goal Setting
Amana	501 c 3	Hires Exec. Dir.	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.	Shared with KIPP MAC	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
Sandy Springs Middle	volunteer	none	Limited by contract	complete

Academic Performance Analysis

Summary:

1. As with typical schools, charter school performance is closely tied to the poverty levels of the student body.
2. Charter elementary schools are generally performing as predicted.
3. Start up charter middle schools consistently perform as predicted. KIPP SFA generally outperforms expectations.
4. Charter high schools are generally performing as predicted. High school performance data is greatly impacted by various patterns of courses offerings and student selection patterns based on the areas of academic emphasis in the schools. North Springs generally outperforms expectations.

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.

FCS compares charter school student performance to similar typical FCS school performance. 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.

Additionally, per new state guidance, we compare charter school performance to the average in the system and the average in the state.

Last year, the Department of Education released the first-ever Georgia College and Career Ready Performance Index (CCRPI). The CCRPI is the new accountability system that replaces the No Child Left Behind (NCLB) Adequate Yearly Progress (AYP) measurement in Georgia. Unfortunately, the CCRPI Report for SY 12/13 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.

Academic Support Data

1. Charter school performance on standardized tests (CRCT and EOCT) compared to the Georgia State Average.
2. Charter school performance on standardized tests (CRCT and EOCT) compared to the FCS Average.

(Comparisons of charter schools to similar typical schools
can be found in the Appendix – page 26)

1. FCS Charter School Performance Compared to Georgia State Average – CRCT SY 12/13

(Red indicates the school is performing lower than the Georgia Average. Green indicates as well or better than the Georgia Average.)

Grade Level	Meets/Exceeds					Exceeds				
	Reading	ELA	Math	Science	Social Studies	Reading	ELA	Math	Science	Social Studies
AMANA ACADEMY										
3	93%	93%	77%	87%	90%	68%	36%	41%	49%	33%
4	94%	96%	95%	88%	90%	53%	40%	51%	49%	23%
5	95%	99%	88%	90%	84%	48%	44%	43%	55%	38%
6	100%	97%	98%	93%	76%	65%	60%	45%	35%	19%
7	99%	99%	96%	90%	92%	62%	70%	58%	69%	71%
8	97%	94%	91%	74%	88%	53%	56%	41%	12%	32%
SUNSHINE										
3	99%	96%	97%	98%	99%	88%	80%	89%	81%	90%
4	98%	98%	97%	100%	98%	86%	82%	83%	91%	71%
5	98%	98%	100%	98%	96%	76%	80%	85%	92%	80%
MAIN STREET										
3	95%	92%	81%	76%	80%	52%	33%	36%	29%	29%
4	98%	98%	95%	93%	89%	61%	45%	32%	52%	24%
5	93%	92%	72%	70%	72%	32%	27%	28%	29%	6%
6	93%	88%	65%	55%	41%	37%	18%	7%	5%	13%
7	92%	94%	90%	83%	73%	43%	39%	20%	31%	18%
8	97%	92%	74%	69%	72%	42%	31%	11%	13%	8%
KIPP SOUTH FULTON										
5	96%	98%	94%	95%	97%	53%	56%	61%	70%	60%
6	96%	90%	85%	88%	92%	51%	38%	29%	31%	60%
7	100%	97%	100%	93%	100%	55%	77%	50%	59%	90%
8	98%	98%	95%	90%	100%	63%	56%	48%	32%	76%

	Meets/Exceeds						Exceeds				
	Reading	ELA	Math	Science	Social Studies		Reading	ELA	Math	Science	Social Studies
HAPEVILLE MIDDLE											
6	95%	91%	72%	58%	64%		37%	26%	8%	6%	19%
7	95%	92%	87%	73%	70%		22%	27%	19%	16%	16%
8	96%	95%	76%	50%	68%		39%	40%	16%	6%	17%
RIDGEVIEW											
6	97%	94%	74%	70%	82%		45%	35%	25%	20%	44%
7	94%	92%	89%	84%	85%		35%	52%	37%	45%	51%
8	97%	94%	78%	70%	79%		45%	41%	21%	19%	26%
SANDY SPRINGS											
6	97%	87%	81%	67%	79%		44%	29%	24%	15%	35%
7	97%	95%	92%	88%	87%		38%	55%	31%	52%	53%
8	96%	94%	76%	74%	70%		41%	35%	20%	14%	20%

3. FCS Charter School Performance Compared to Georgia State Average – EOCT SY 12/13

(Red indicates the school is performing lower than the Georgia Average. Green indicates as well or better than the Georgia Average.)

Percent Passing	9th Grade Lit & Comprehension	American Lit & Comprehension	Biology	Physical Science	U.S. History	Economics	CCGPS Coordinate Algebra	GPS Geometry	GPS Algebra
FSAHA	97%	92%	95%	97%	94%	85%	69%	97%	n/a
Hapeville Charter HS	87%	86%	52%	58%	56%	17%	5%	40%	64%
North Springs	90%	96%	93%	73%	89%	92%	28%	63%	n/a
Percent Exceeding									
FSAHS	65%	56%	67%	66%	69%	77%	17%	51%	n/a
Hapeville Charter HS	16%	17%	7%	12%	14%	0%	0%	1%	0%
North Springs	45%	48%	62%	24%	58%	58%	1%	10%	n/a

4. FCS Charter School Performance Compared to FCS Average – CRCT SY 12/13

(Red indicates the school is performing lower than the FCS Average. Green indicates as well or better than the FCS Average.)

Grade Level	Meets/Exceeds						Exceeds				
	Reading	ELA	Math	Science	Social Studies		Reading	ELA	Math	Science	Social Studies
AMANA ACADEMY											
3	93%	93%	77%	87%	90%		68%	36%	41%	49%	33%
4	94%	96%	95%	88%	90%		53%	40%	51%	49%	23%
5	95%	99%	88%	90%	84%		48%	44%	43%	55%	38%
6	100%	97%	98%	93%	76%		65%	60%	45%	35%	19%
7	99%	99%	96%	90%	92%		62%	70%	58%	69%	71%
8	97%	94%	91%	74%	88%		53%	56%	41%	12%	32%
SUNSHINE											
3	99%	96%	97%	98%	99%		88%	80%	89%	81%	90%
4	98%	98%	97%	100%	98%		86%	82%	83%	91%	71%
5	98%	98%	100%	98%	96%		76%	80%	85%	92%	80%
MAIN STREET											
3	95%	92%	81%	76%	80%		52%	33%	36%	29%	29%
4	98%	98%	95%	93%	89%		61%	45%	32%	52%	24%
5	93%	92%	72%	70%	72%		32%	27%	28%	29%	6%
6	93%	88%	65%	55%	41%		37%	18%	7%	5%	13%
7	92%	94%	90%	83%	73%		43%	39%	20%	31%	18%
8	97%	92%	74%	69%	72%		42%	31%	11%	13%	8%
KIPP SOUTH FULTON											
5	96%	98%	94%	95%	97%		53%	56%	61%	70%	60%
6	96%	90%	85%	88%	92%		51%	38%	29%	31%	60%
7	100%	97%	100%	93%	100%		55%	77%	50%	59%	90%
8	98%	98%	95%	90%	100%		63%	56%	48%	32%	76%

Grade Level	Reading	ELA	Math	Science	Social Studies		Reading	ELA	Math	Science	Social Studies
	HAPEVILLE MIDDLE										
6	95%	91%	72%	58%	64%		37%	26%	8%	6%	19%
7	95%	92%	87%	73%	70%		22%	27%	19%	16%	16%
8	96%	95%	76%	50%	68%		39%	40%	16%	6%	17%
RIDGEVIEW											
6	97%	94%	74%	70%	82%		45%	35%	25%	20%	44%
7	94%	92%	89%	84%	85%		35%	52%	37%	45%	51%
8	97%	94%	78%	70%	79%		45%	41%	21%	19%	26%
SANDY SPRINGS											
6	97%	87%	81%	67%	79%		44%	29%	24%	15%	35%
7	97%	95%	92%	88%	87%		38%	55%	31%	52%	53%
8	96%	94%	76%	74%	70%		41%	35%	20%	14%	20%

5. FCS Charter School Performance Compared to FCS Average – EOCT SY 12/13

(Red indicates the school is performing lower than the FCS Average. Green indicates as well or better than the FCS Average.)

	9th Grade Lit & Comprehension	American Lit & Comprehension	Biology	Physical Science	U.S. History	Economics	CCGPS Coordinate Algebra	GPS Geometry	GPS Algebra
Percent Passing									
FSAHS	97%	92%	95%	97%	94%	85%	69%	97%	n/a
Hapeville Charter HS	87%	86%	52%	58%	56%	17%	5%	40%	64%
North Springs	90%	96%	93%	73%	89%	92%	28%	63%	n/a
Percent Exceeding									
FSAHS	65%	56%	67%	66%	69%	77%	17%	51%	n/a
Hapeville Charter HS	16%	17%	7%	12%	14%	0%	0%	1%	0%
North Springs	45%	48%	62%	24%	58%	58%	1%	10%	n/a

Financial Analysis

Summary:

1. Four of six charter schools are reflecting positive trends per the financial indicators.

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 four 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

Observations:

- Sunshine has completed their building renovations and also has more assets available.
- Amana and Hapeville are consistent with previous years and KIPP SFA has returned to their previous pattern after the purchase of their facility.
- FSAHS is not trending positively for a number of reasons, most notably a very small student body.
- Main Street continues to struggle with a lack of liquidity.

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

Observations:

- Main Street, although they have strong attendance numbers, continues to see their operational costs put a strain on the school.
- FSAHS has seen a significant decline in this measure.
- All other schools demonstrate improved positions in the area of sustainability.

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%

Observations:

- Of interest is the difference in occupancy costs for schools located in the Northwest Learning Community as opposed to those located in the South and Central Learning Communities.
- There has been an expected decrease in occupancy costs for Amana Academy which will continue as the school completes its building processes.
- The occupancy costs for Main Street are in line with the other schools in the Learning Community. The challenges presented in the previous two tables for Main Street are not directly due to occupancy costs.

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

Observations:

- Main Street Academy’s ratio is a serious concern.
- There is a sharp drop in this measure for KIPP SFA as they purchased their facility and for Sunshine Academy as they completed their campus renovation activities.
- There has been an expected increase in Amana’s ratio as they entered into their bond and building program.
- FSAHS continues to struggle with low attendance which is negatively impacting revenues.

Personnel Analysis

Summary:

- Charter schools are being included in the system-wide federal audit of FCS personnel processes which is taking place at this time. Data from that federal audit was not available before the deadline of this report. Charter school information will be made available later in this school year as part of the larger system report.
- The percentage of charter teachers meeting Highly Qualified standards is generally lower than the system average.
- Charter school teachers have four years' experience, compared to 11 years' experience for system teachers.
- Charter school teachers earn approximately \$42,000 in annual salary while system teachers earn approximately \$69,000 in annual salary.

Background:

Start up charter school employees are not employed by Fulton County Schools and are under the control and management of the governing body of the charter. To meet our obligations to students and taxpayers, FCS does monitor the performance of these charter employees while still following the intent of the law that governing bodies have decision making authority in this area.

Charter schools may hire un-certified teachers and administrators unless otherwise prohibited by the requirements of a specific federal program. However, teachers must be Highly Qualified (HQ) under the NCLB.

To be considered Highly Qualified to teach in a public charter school in the State of Georgia, teachers of core academic subjects must meet all requirements except those pertaining to licensure or certification provided that the terms of the state-approved charter allow the school to exempt licensure or certification.

New Georgia Professional Standards Commission (GaPSC) standards also require that non-certified charter school teachers obtain a Clearance Certificate at the time of employment. After receiving the results of the fingerprinting and background checks, the school must submit the information electronically to the GaPSC via the appropriate online procedures available on gapsc.org. Upon successful review, the Clearance Certificate is issued to the charter school teacher for a five year term.

FCS personnel must confirm the status of each teacher listed by the charter with the GaPSC database as well as perform a visual check of each schools fingerprint and background check personnel files annually. Charter school employee information is maintained by the charter school in the FCS supplied AppliTrack system. It allows FCS real time information on charter school staff.

Due to the confidential nature of personnel records collected, the worksheets used to compile the data in this report will not be made public.

Personnel Support Data

School	HQ Percentage	Teacher Salary	Years Experience
Amana	77%	\$38,644	4
FSAHS	94%	\$35,392	2
Hapeville	63%-HS 78%-MS	\$39,928	3
KIPP SFA	76%	\$54,211	7
Main Street	95%-ES 87%-MS	\$44,652	7
Sunshine	85%-ES	\$40,032	3
FCS Average	95%	\$69,065	11

Appendix

Standardized Test School for high stakes grade levels for SY 12/13

(Note that the scale may change depending on the range of scores)

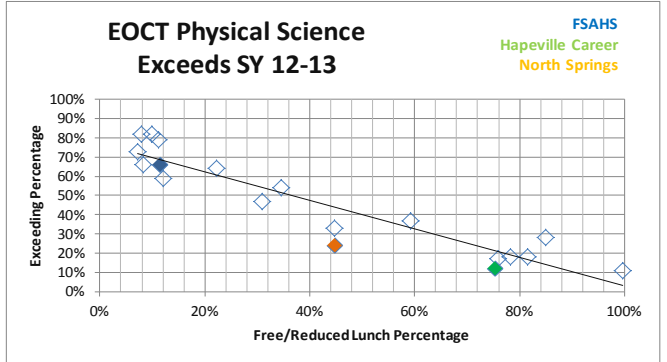
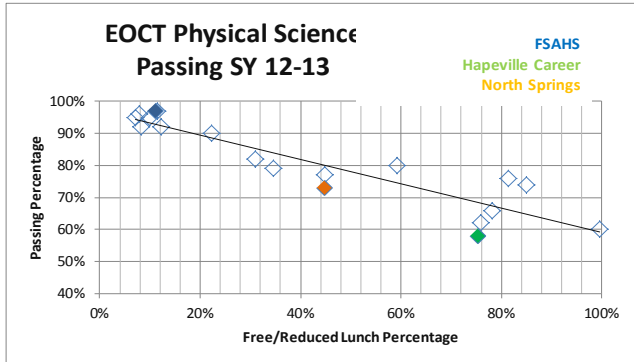
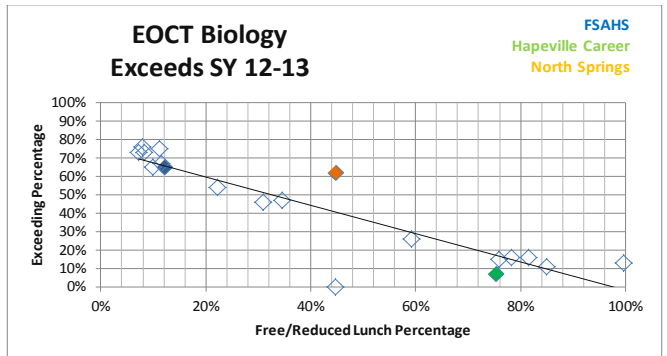
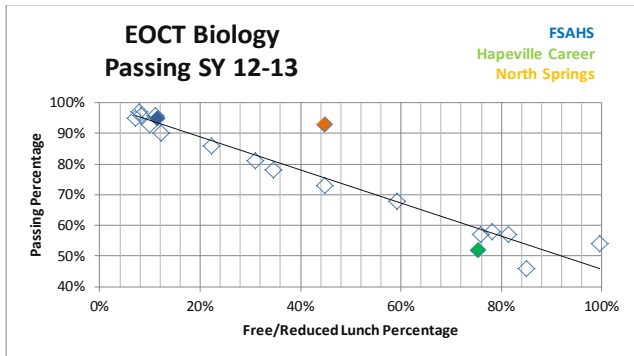
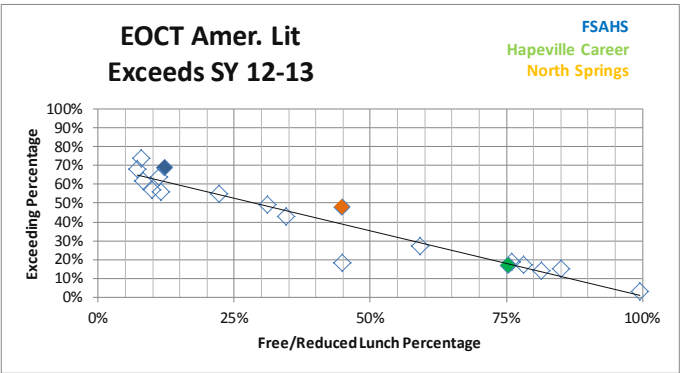
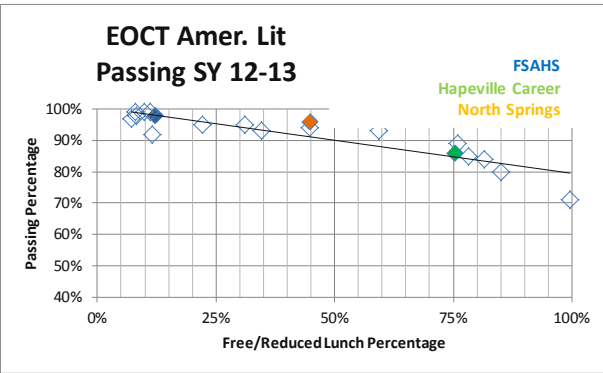
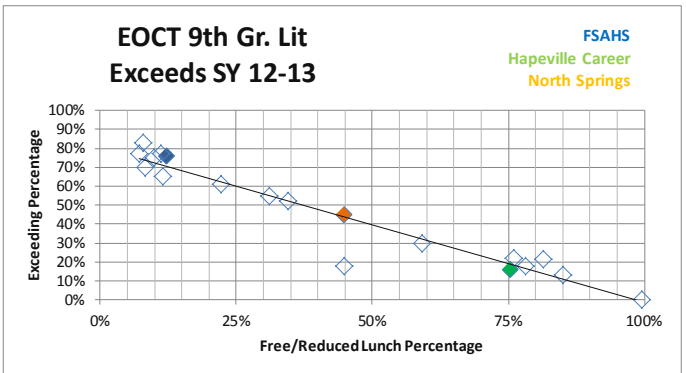
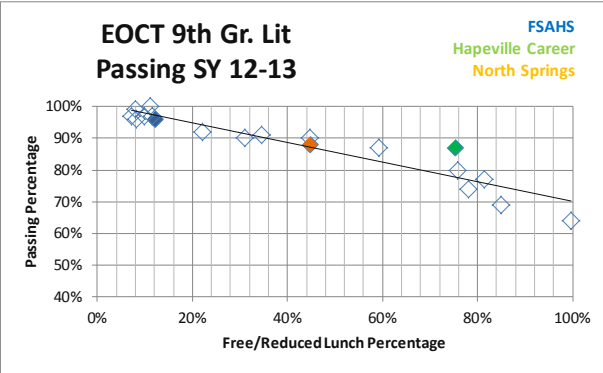
The appendix details academic performance in each Criterion Referenced Competency Test (CRCT) subject area in the high stakes grades of third, fifth and eighth as well as the high school End of Course Tests (EOCT).

Data is presented for both Meets and Exceeds categories.

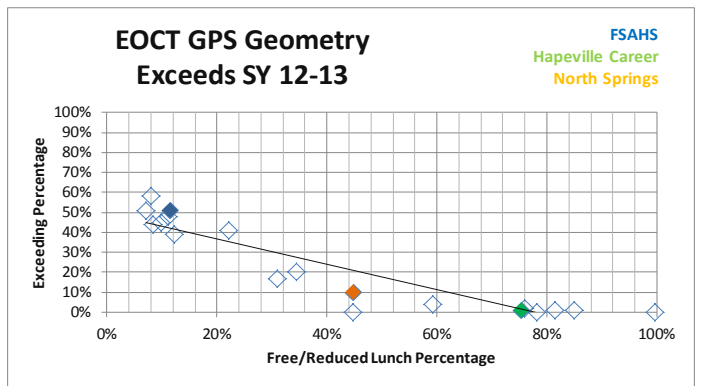
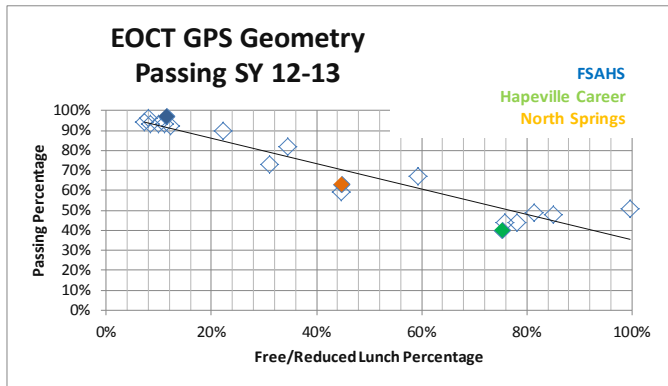
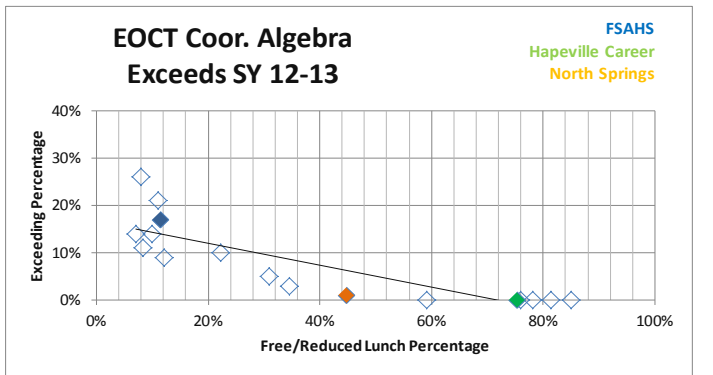
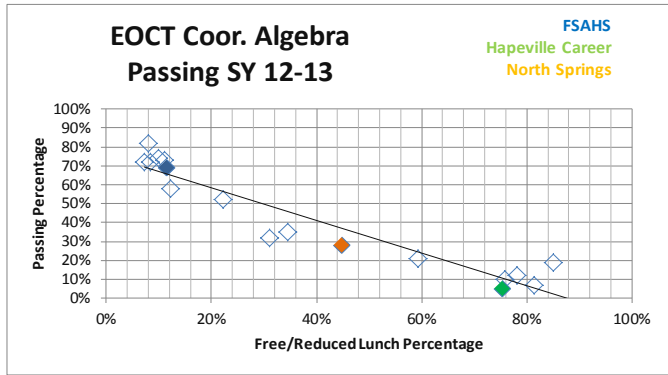
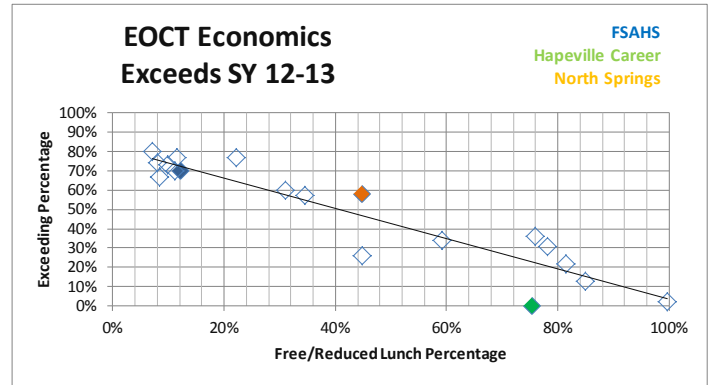
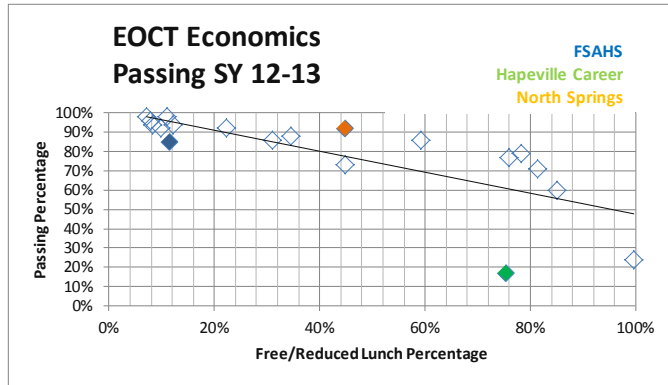
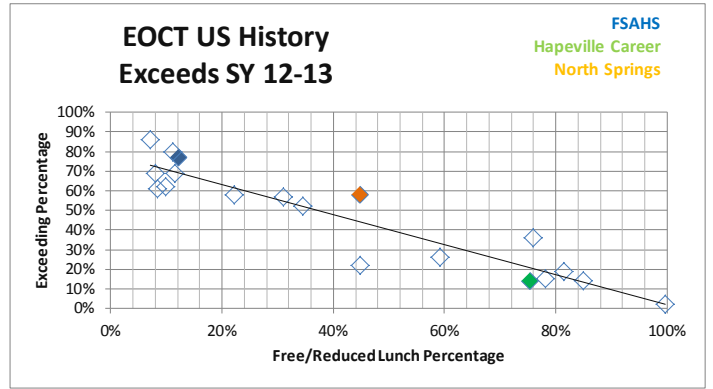
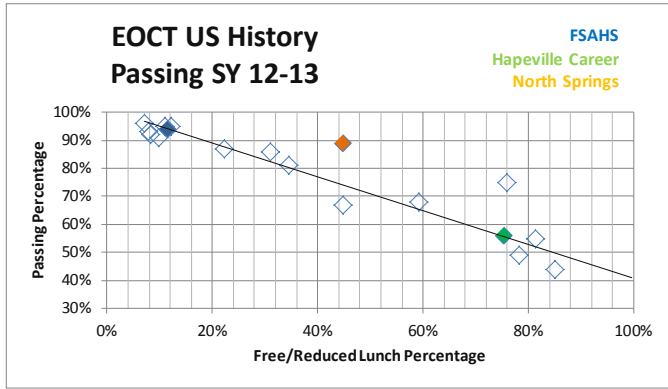
This analysis allows us to compare charter school performance to typical FCS schools with similar poverty levels. Poverty level is one of the strongest indicators of school-wide performance on standardized tests.

- The reader can see the Free and Reduced Lunch percentage along the bottom of each chart and the percentage of students passing the test along the side.
- The clear markers show typical Fulton County schools.
- The color coded markers show the charter schools.

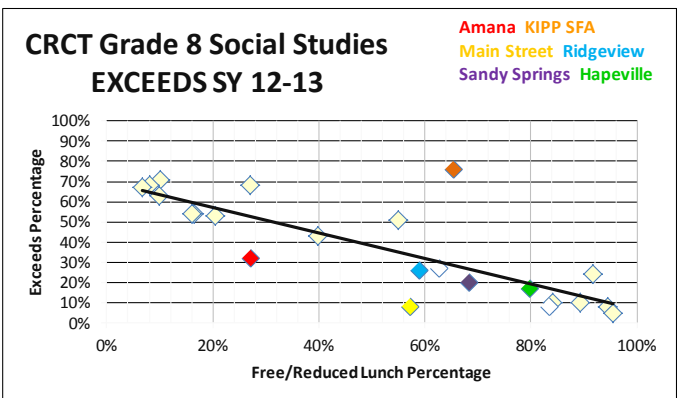
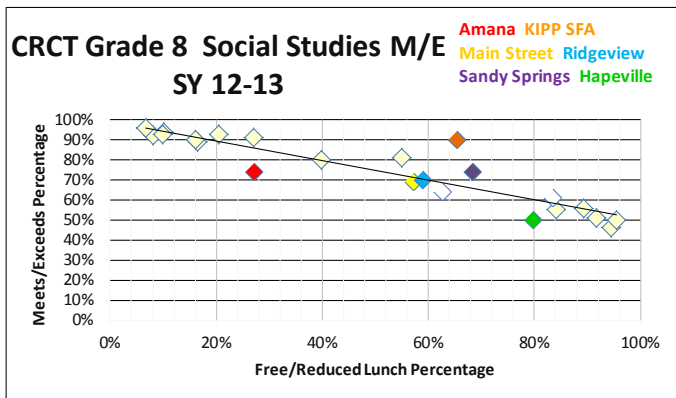
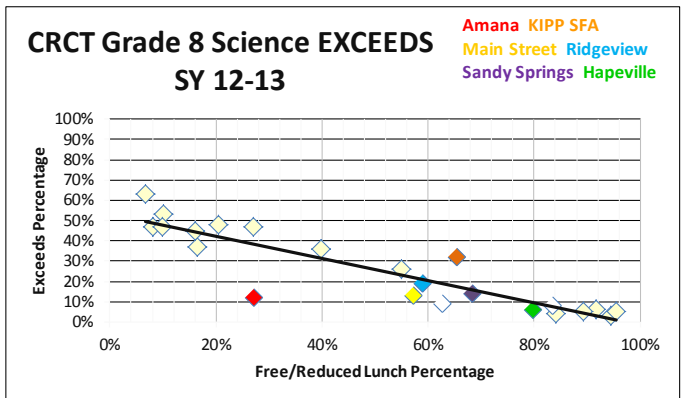
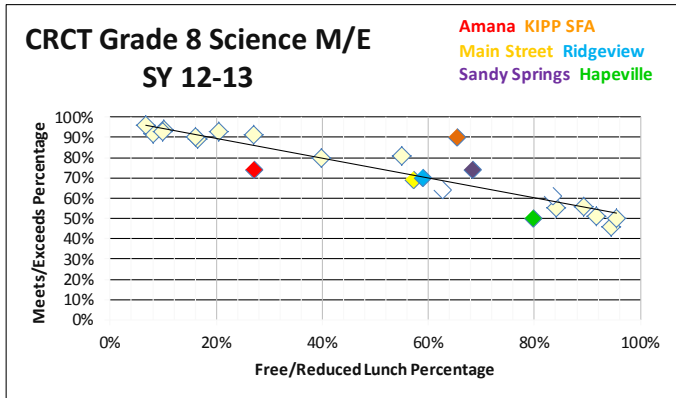
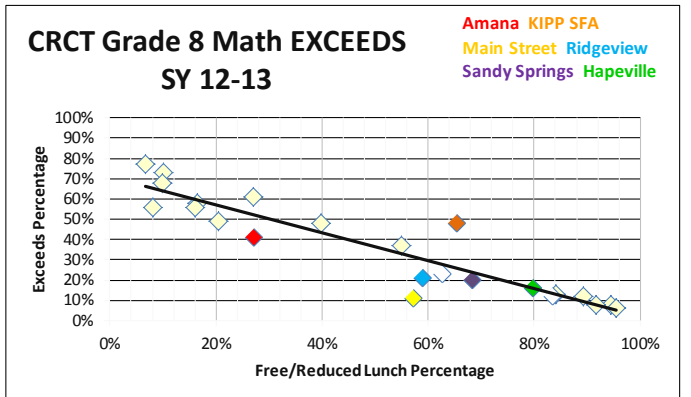
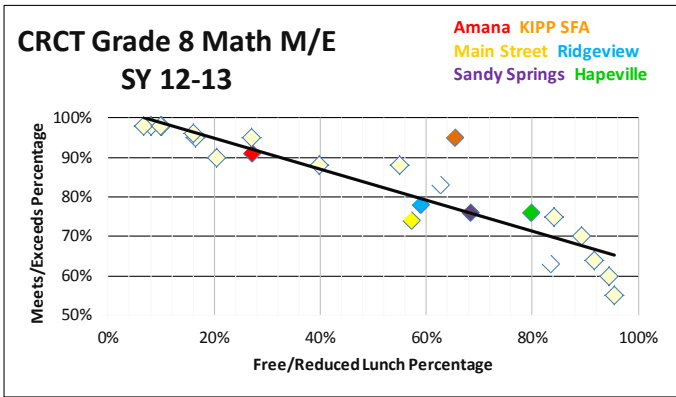
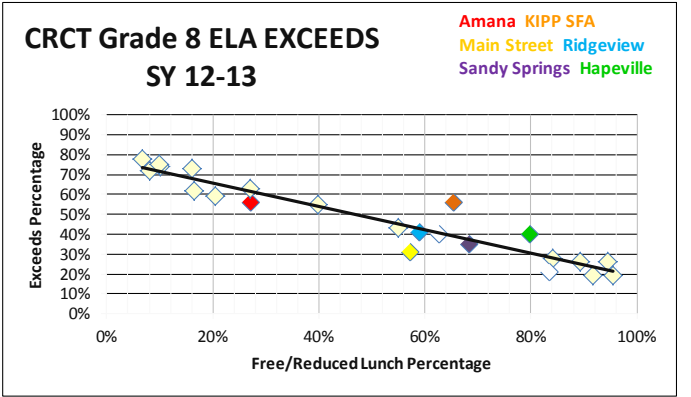
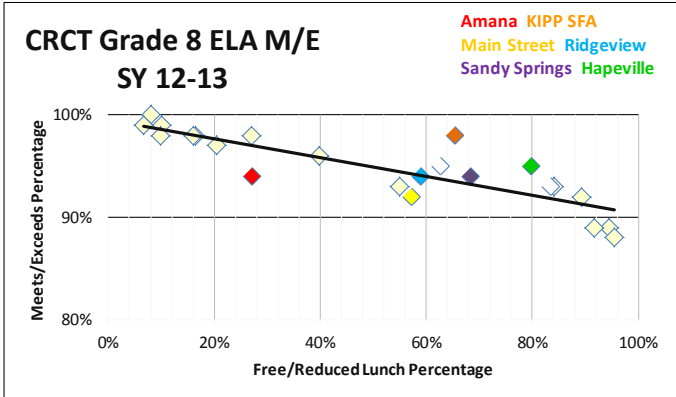
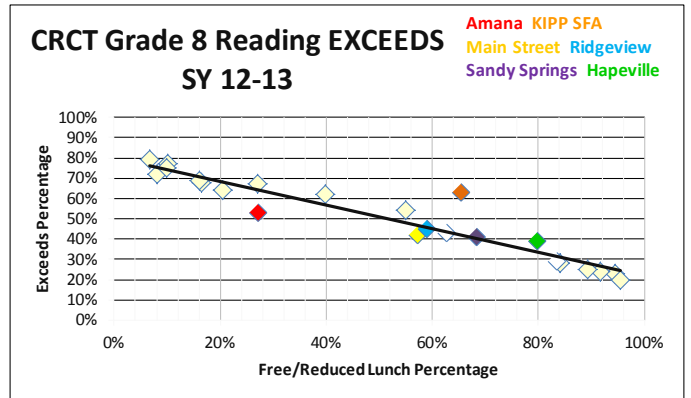
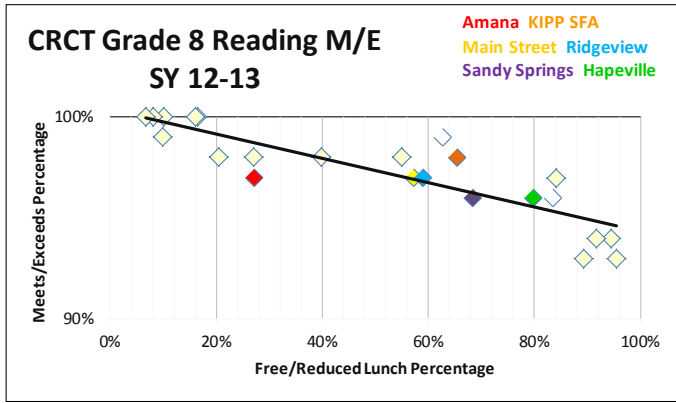
High School End of Course Tests



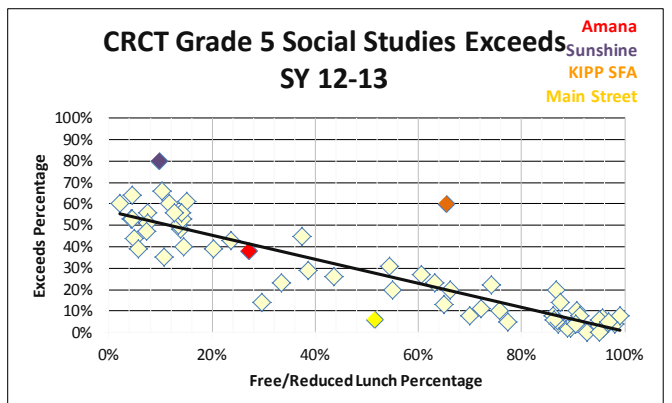
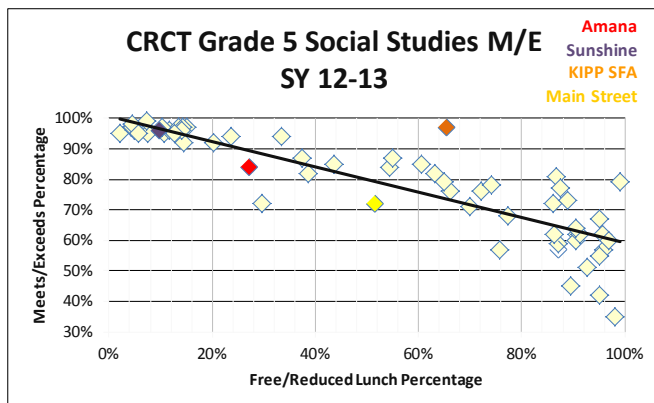
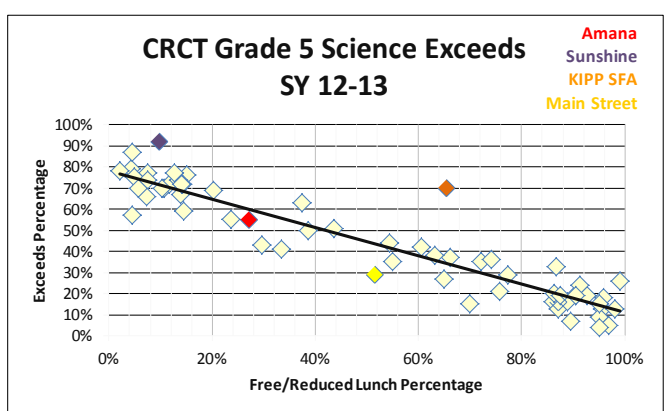
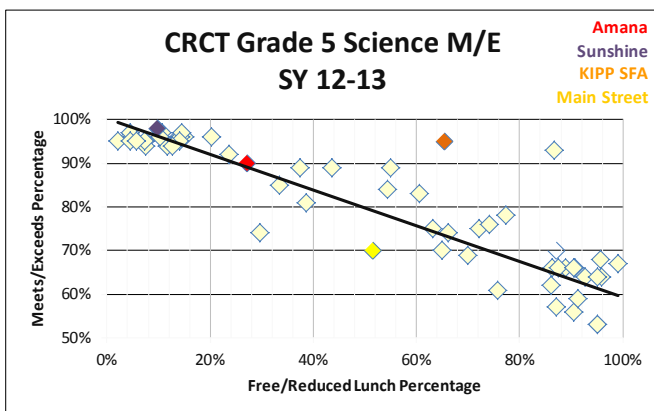
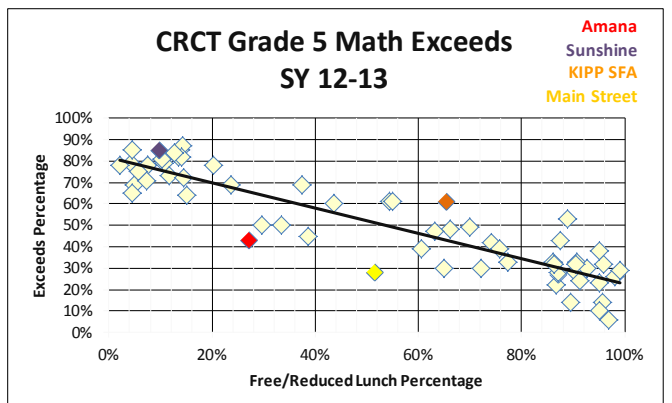
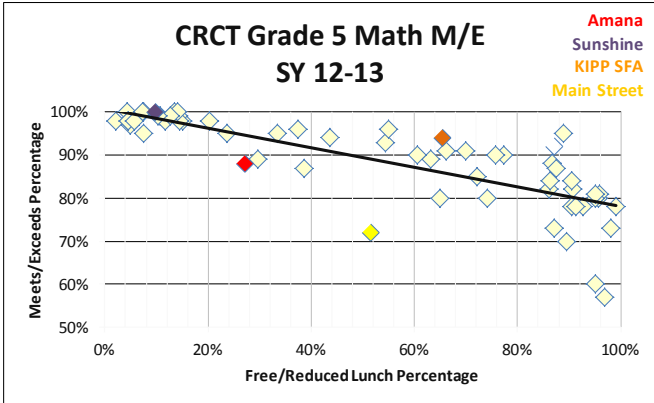
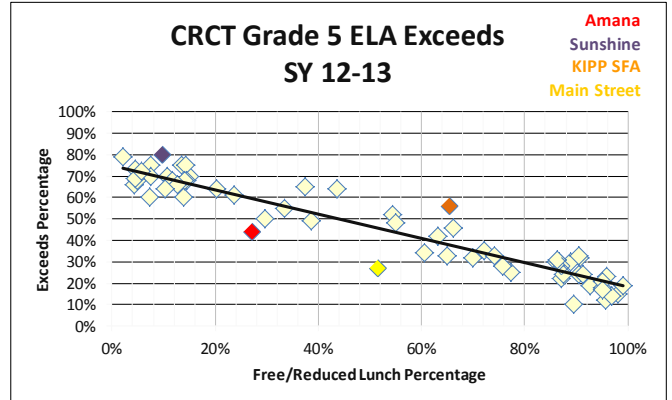
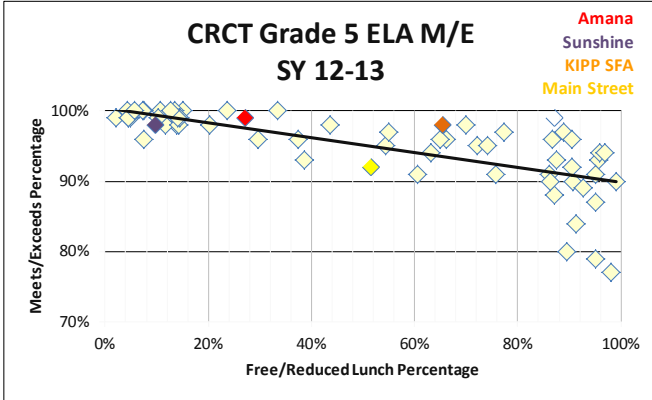
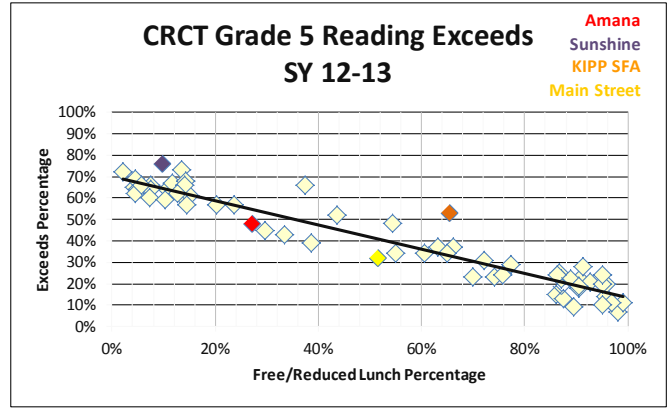
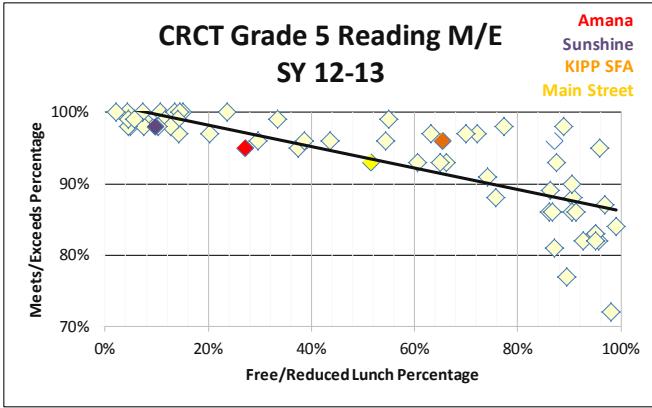
High School End of Course Tests



Grade 8
Criterion Reference Competency Test



Grade 5
Criterion Reference Competency Test



Grade 3
Criterion Reference Competency Test

