

# Impact Profile Summary





## Organization Overview

The Soulsville Charter School (TSCS) prepares students for success in college and life in an academically rigorous, music-rich environment. TSCS fights poverty by providing students with a high-quality middle school and high school education that empowers them to earn post-secondary academic degrees. Students at TSCS have access to robust college and career preparation, comprehensive wraparound support, and extensive alumni support services. Serving over 650 students in the Soulsville USA neighborhood, nearly 100% of the student body is students of color and more than 50% of students are economically-disadvantaged.

The Soulsville Charter School works with a subset of the estimated 80,000 children who live in under-resourced neighborhoods across Memphis and face disproportionate challenges graduating from high school and attaining post-secondary education. 7,200 young people across greater Memphis drop out of high school each year and 15% of Memphians do not have a high school diploma. Additionally, only 37% of black 18-24 year-olds in Memphis enroll in college or graduate school.

## Impact Results

An Impact Study measures the current poverty-fighting effectiveness of an organization across four dimensions. For each dimension, the effectiveness is determined based on the strength of available evidence compared to Slingshot Memphis’ outcomes-driven methodology. Impact results provide an objective, consistent way to measure impact, track progress, and identify opportunities for growth. Below are the impact results for The Soulsville Charter School:

Dimension	Unclear	Weak	At Least Neutral	At Least Strong	Very Strong
 <b>Benefit-Cost Ratio</b>	Insufficient evidence exists to confidently estimate benefits	Costs exceed estimated benefits	Estimated benefits and costs similar	Estimated benefits exceed costs	Estimated benefits substantially exceed costs
 <b>Systems-Level Change</b>	Insufficient evidence to determine systems-level change	Evidence for the creation of systems-level change does not exist	Evidence for the creation of limited systems-level change	Evidence for the creation of moderate systems-level change	Evidence for the creation of significant systems-level change
 <b>Use of Best Practices</b>	Indiscernible best practices or insufficient data on the practices	Few practices are effective and/or practices are inconsistently applied	Some practices are effective and/or inconsistently applied	Most practices are effective and consistently applied	Practices are most effective and consistently applied
 <b>Measurement Infrastructure</b>	Required information is inaccessible	Limited measurement infrastructure and use of data to understand and improve impact	Basic measurement infrastructure and use of data to understand and improve impact	Acceptable measurement infrastructure and use of data to understand and improve impact	Robust measurement infrastructure and use of data to understand and improve impact

**Benefit-Cost Ratio****Very Strong**

- TSCS creates more than \$2.00 in estimated poverty-fighting benefits for each dollar it spends
- Increased employment and earnings are the primary poverty-fighting benefits experienced as a result of four main outcomes:
  - Reduced dropout rates
  - Additional scholarship funds and financial aid
  - Improved college matriculation
  - Increased college persistence
- Academic and music education programs create the greatest benefits while the Summer Growth Experience and College and Alumni Support Team also create substantial benefits

**Use of Best Practices****Very Strong**

- Program models and practices are evidence-based and independent research validates they produce positive outcomes for students
- Academic and music education programs, the College and Alumni Support Team, and broader wraparound support adhere to best practices
- The Summer Growth Experience is effective, with opportunities to incorporate additional elements from other high-impact programs
- Strong controls are in place to ensure programs and curriculum are implemented consistently
- Teachers and staff receive consistent evaluation, feedback, and professional development

**Systems-Level Change****At Least Strong**

- TSCS has created systems-level change through engaging in multiple partnerships
- Poverty-fighting partnerships include:
  - Partnership with Youth Villages Anaya Partnership Program for counseling services
  - Feeder school relationship with nearby Memphis Delta Preparatory School
  - Partnership with Memphis Teacher Residency (MTR) to host 3-6 MTR teachers each year
  - Partnership with Big Green's urban farm to enable students to grow fresh produce
- TSCS also hosts 2-5 philanthropic and educational institutions each year to share best practices related to its CAST program and the University Pathway curriculum

**Measurement Infrastructure****At Least Strong**

- Data storage systems, data collection tools, and the use of data in decision-making are the strongest components
- Measurement objectives are well-defined and allow an outcomes-driven perspective of impact
- Data collection tools are robust with extensive program metrics collected; additional post-graduation outcome metrics could be collected
- Practices exist to help ensure data is complete, consistent, accurate, and current
- Advanced data storage systems are used, such as PowerSchool, TeacherEase, and Kickboard
- Descriptive and diagnostic analyses help measure performance and identify root causes
- Data and analyses are pervasive throughout decision-making processes

**Potential Opportunities for Growth**

- Develop dashboards of integrated student journeys from enrollment, through middle and high school experiences, and into post-secondary education and employment paths
- Strengthen the integration of data storage systems to better aggregate data for analysis
- Consider increasing outreach to students in the surrounding Soulsville USA neighborhood and South Memphis community
- Track additional outcomes associated with the immersive music education option versus the minimum 1-year music requirement