

A SEASON OF FRESH STARTS

2025 Annual Legislative Report



MISSISSIPPI
CHARTER SCHOOL
AUTHORIZER BOARD



OUR MISSION



The Mississippi Charter School Authorizer Board (MCSAB) is a state agency whose mission is to authorize high-quality charter schools, in particular those schools designed to expand opportunities for underserved students. The Board and staff believe passionately in that mission and are wholly committed to ensuring that the mission is not only lived out through our core values, strategic priorities, and actions, but that it is fully realized and evidenced in the schools we charter and ultimately great outcomes for kids.



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EXECUTIVE DIRECTOR'S LETTER

Sometimes the fruits of our labor are difficult to see. Sometimes the seeds we plant take much longer to mature than originally thought. Sometimes it's simply where the seeds were planted or how they were cultivated and cared for. But, many times, if you are willing to take a step back and look just beneath the surface, you'll discover that there are strong roots and a healthy blossom is ready to break forth. That is the truth about Mississippi's charter school ecosystem. There is good news to share, particularly when examining growth and impact over time.



Public charter schools outperform hundreds of traditional schools across Mississippi.

Because Mississippi's state accountability model reports charter schools as both a district and a school, it often leaves many to believe that the schools are not thriving. And, given the geographic locations where charter schools are allowed to operate, it should be no surprise to anyone that, on the surface, it could appear the schools are academically underperforming. However, a deeper analysis reveals a more nuanced and encouraging picture. There is indeed evidence of growth over time.

The fact is that when one compares public charter schools to traditional schools, public charters outperform hundreds of traditional schools across Mississippi. As far back as 2019, Joel E. Smilow Prep earned a C, outperforming over 160 traditional schools. Midtown Public enjoyed the highest overall district growth in the state of Mississippi, with a 55.15% increase, and outperformed over 100 traditional schools. In 2024, Clarksdale Collegiate ranked in the top ten in the state in Kindergarten readiness, and in 2025, Ambition Prep outscored over 175 traditional schools, with many of those located in A-rated districts. Accountability results from 2025 again reveal that our charter schools are outperforming comparable schools, providing yet another example of success and growth over time. Findings from our Annual Legislative report reveal that charter schools

matched or exceeded district proficiency and growth levels, with steady improvement in schools like Midtown Public, Smilow Collegiate, Smilow Prep, and Clarksdale Collegiate and demand ratios indicate ongoing interest, even amid statewide enrollment declines.

In respectfully submitting this Annual Report to the Mississippi Legislature, The Honorable Tate Reeves, Lt. Governor Hosemann and Speaker White, we encourage all stakeholders to consider the groundwork that has been laid over the past ten years and allow sufficient time for consistent growth and continued improvement in student outcomes.

Finally, our thanks to the schools that submitted the absolutely delightful artwork used throughout this report. Congratulations to all of the students who participated in the competition. We are proud of and inspired by your talent! See page 64 for acknowledgments.



Dr. Lisa Karmacharya
Executive Director
Mississippi Charter School
Authorizer Board



EXECUTIVE SUMMARY

Through its roles of oversight and support, MCSAB annually monitors the impact of charter school instruction on the academic progress of its students. This report summarizes key findings related to the effect of Mississippi’s charter schools on student outcomes in the 2024-25 school year.¹

Mississippi’s school accountability grades, MCSAB’s authorizer performance framework, and the impact analysis in this report each serve different purposes. State accountability grades summarize overall school performance relative to statewide proficiency and growth benchmarks in a single year. MCSAB’s performance framework evaluates charter schools across academics, finances, and operations to inform oversight decisions. By contrast, this annual

report focuses specifically on academic impact, assessing whether students attending charter schools make more, less, or similar academic progress than comparable students in nearby traditional public schools. Because charter schools often enroll students who enter below grade level, these measures can yield different results and should be interpreted as complementary, not interchangeable.

Evaluation Approach	Key Question Answered	What it Measures	What it Does Not Measure
State Accountability Grades (MDE)	<i>How are students performing overall right now?</i>	<ul style="list-style-type: none"> Overall proficiency and growth relative to statewide benchmarks Performance of all students in the school Reported as A–F grades 	<ul style="list-style-type: none"> Isolated student-level learning gains Comparisons to academically and demographically similar peers Financial or operational performance
Authorizer Performance Framework (MCSAB)	<i>Is the school meeting expectations across academics, finances, and operations?</i>	<ul style="list-style-type: none"> Academic performance and growth compared to nearby districts Financial health and sustainability Governance and operational practices Used for oversight, intervention, and renewal decisions 	<ul style="list-style-type: none"> Isolated student-level learning gains Comparisons to academically and demographically similar peers
Impact Analysis in Annual Legislative Report (MCSAB & Basis)	<i>Do charter students learn more than similar students in nearby traditional public schools?</i>	<ul style="list-style-type: none"> Student learning growth relative to starting point Comparisons to academically and demographically similar peers Year-by-year academic impact estimates 	<ul style="list-style-type: none"> Accountability grades Financial or operational performance

¹ In accordance with Miss. Code Ann. § 37-28-37, MCSAB shall issue an annual report on the state’s charter schools for the preceding school year.

KEY FINDINGS

Charter elementary schools showed meaningful gains in 2024–25, particularly in ELA.

Elementary charter students outperformed matched peers overall, with a statistically significant positive impact in ELA and a positive (but not significant) math impact – the strongest elementary ELA result to date.

Charter middle school performance was mixed overall but showed strong results in several schools.

While average middle school impacts were neutral, Smilow Prep and Midtown Public posted significant gains in math (and in Smilow's case, ELA), demonstrating that pockets of strong performance persist within the sector.

Many charter schools maintained lower or comparable chronic absenteeism rates than their districts.

Schools such as Ambition Prep, Smilow Prep, Smilow Collegiate, Clarksdale Collegiate, and Leflore Legacy posted consistently lower rates, positioning them to support more consistent student learning.

Proficiency and growth results continue to improve across several elementary and middle schools.

Multiple charters matched or exceeded district proficiency and growth levels, with steady improvement in schools like Midtown Public, Smilow Collegiate, Smilow Prep, and Clarksdale Collegiate.

Family interest remains strongest in Jackson and select grades in Clarksdale.

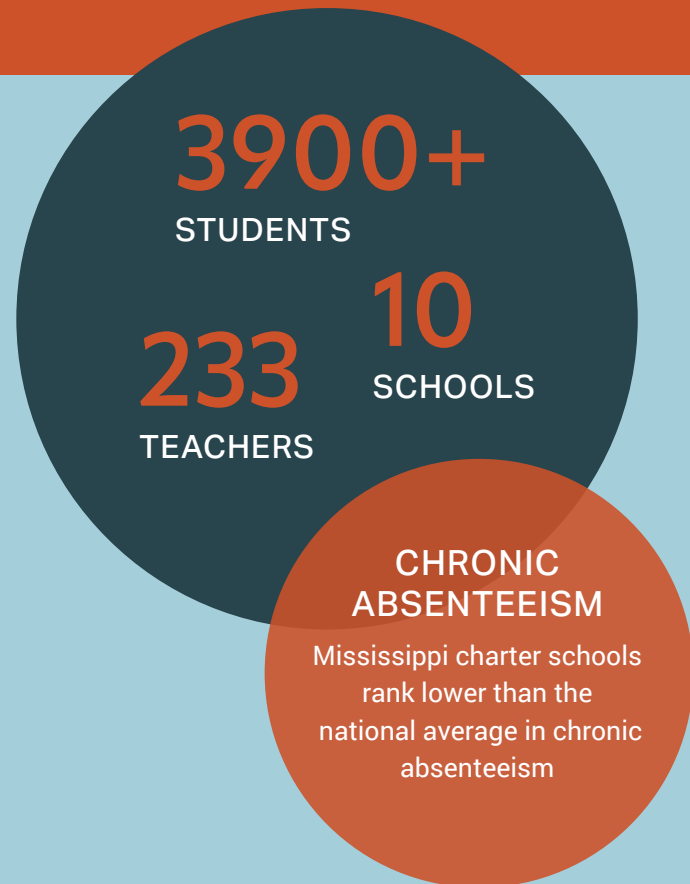
Demand ratios indicate ongoing interest, even amid statewide enrollment declines.



FACTS ABOUT MISSISSIPPI CHARTER SCHOOLS

Charter schools are operated by non-profit 501(c)(3) organizations and overseen by an independent governing board that ensures quality educational services are provided to students. Charter schools in Mississippi are designed to serve students who are traditionally underserved and, with a few exceptions, may only operate in a D or F rated school district. Mississippi charter schools are required to operate as a local educational agency (LEA). Multiple schools overseen by a single governing board must report their performance as separate, individual schools, and each school must be held independently accountable for its performance.

Charter schools must meet state guidelines requiring at least 75% of instructional staff to hold appropriate Mississippi educator certifications, and students must take all Mississippi statewide assessments, just like traditional public schools.



Charter schools are public schools.

They are tuition-free and open to all students, including students with special needs. Charter schools are independently operated and have the autonomy to operate as they see best to meet the needs of the students they serve. Charter schools can be innovative in their structure, processes, and/or instructional approaches, as long as the school and its students meet high standards.

Higher performance for underserved students.

National research and state-level data indicate that over time, charter students, specifically students of color and/or from low-income families outperform similar students in traditional public schools in both ELA and math. This is especially important for students who are academically at risk of falling behind.

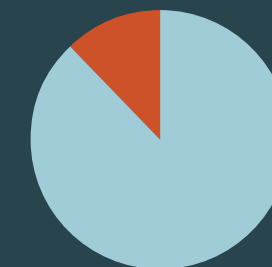
More accountability.

Charter schools must meet stricter accountability requirements than traditional public schools to remain in operation. Charter schools must abide by their own charter contract and are subject to an annual review of their finances, organization, and academic success. Charter schools are also accountable to the U.S. Department of Education (federal), the state department of education (state), and the school's own board of directors (governing board). Because charter school enrollment is a choice, parents and children elect to attend them and may elect to leave them if they are not satisfied for any reason.

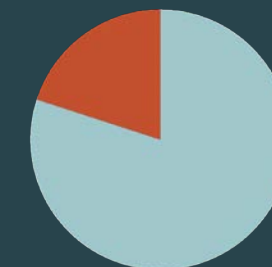
Charter schools receive less public funding than traditional public schools.

Nationally, charter schools receive an average of 27% less per-pupil funding than traditional public schools in Mississippi. In Mississippi, 3% of the charter school funding is allocated to the authorizer for administrative costs. In addition, charter schools do not receive funding for their facilities.

PUBLIC PERCEPTION



87% of charter parents report that they support charter schools in their communities.



80% of charter parents rated their school either an A or B.

Source: Data available in Public Perceptions Survey Report (December 2025), Gibson Consulting Group Inc.



MISSISSIPPI'S CHARTER SCHOOLS AND STUDENTS

SCHOOLS BY REGION

Mississippi's charter sector has grown steadily since the passage of the Mississippi Charter School Act of 2013 (Miss. Code Ann. § 37-28-1). MCSAB has authorized 12 charter schools to date, and 10 were operating in 2024–25. These schools span 5 geographic regions – Jackson, Clarksdale, Greenwood, Canton, and Natchez – with 6 located in Jackson and 1 in each of the other regions.

The sector will continue to expand: Clarksdale Collegiate is approved to grow into a K–12 school beginning in 2025–26, and 2 new schools – Mississippi Global Prep and Archway Charter School – plan to open in 2026.

STUDENT LANDSCAPE

Table 1 (page 11), illustrates the landscape of students served in these schools.^{2,3} Across communities, charter schools enroll many of the same students who attend traditional public schools in their areas. The demographics are strikingly consistent: overwhelmingly Black student populations, very high levels of economic disadvantage, and similar proportions of students with disabilities and English learners. This pattern holds in both long-standing charter regions like Jackson and in newer charter communities like Greenwood and Natchez.



These alignments matter. They underscore that the achievement and growth results later in this report are not driven by differences in who enrolls; they reflect differences in the educational opportunities students experience once they enter their schools. In other words, charter schools in Mississippi are serving the same students as their neighboring districts – often the very students the charter law was designed to reach – and the analyses that follow examine how well these schools are meeting their needs.

² The district comparisons in Tables 1 and 2 include all students in the district.

³ For all but one Mississippi charter school, nearly all students who attend the charter school reside in the district where the school is located. At Clarksdale Collegiate, two thirds of students enrolled are from Clarksdale Municipal and one third are from Coahoma County. Given this enrollment distribution, Clarksdale Collegiate is compared to both school districts in this report.

Table 1. Characteristics of Students in Mississippi Charter Schools and Comparison Traditional Public School Districts

	2024-25 School Year							
	Year Opened	Number of Schools	Grades	Number of Students	Black or African American	Low-Income ⁴	Students with Disabilities	English Learners
City of Jackson								
Jackson Public Schools	--	36	PK-12	17,429	94.2%	>=95%	<=5%	<=5%
Ambition Preparatory	2019	1	KG-6	563	98.6%	>=95%	<=5%	<=5%
Midtown Partners, Inc.: Midtown Public	2015	1	PK-1, 4-8	420	95.7%	>=95%	6.0%	<=5%
RePublic: Reimagine Prep	2015	1	5-8	457	97.4%	>=95%	10.5%	<=5%
RePublic: Smilow Prep	2016	1	5-8	521	98.6%	>=95%	<=5%	<=5%
RePublic: Smilow Collegiate	2018	1	KG-4	547	96.7%	>=95%	<=5%	<=5%
RePublic: Revive	2022	1	KG-3	367	97.1%	>=95%	<=5%	<=5%
Coahoma County								
Clarksdale Municipal	--	7	PK-12	1,857	69.7%	>=95%	<=5%	<=5%
Coahoma County School District	--	5	KG-12	1,009	70.9%	>=95%	<=5%	<=5%
Clarksdale Collegiate	2018	1	KG-8	652	92.4%	>=95%	<=5%	<=5%
City of Greenwood								
Greenwood-Leflore Public Schools	--	12	PK-12	3,718	84.5%	>=95%	<=5%	<=5%
Leflore Legacy Academy	2020	1	6-8	203	60.3%	>=95%	<=5%	<=5%
Madison County								
Canton Public Schools	--	8	PK-12	3,157	80.3%	>=95%	<=5%	<=5%
SR1, College Prep and STEM Academy	2024	1	1-2	87	97.2%	26.4%	<=5%	<=5%
Adams County								
Natchez-Adams School District	--	6	PK-12	2,554	89.1%	>=95%	<=5%	<=5%
Instant Impact Global Prep	2024	1	KG-3	161	97.1%	>=95%	6.2%	<=5%

Source: Mississippi Department of Education

⁴ All the districts and schools in Table 1, except for SR1, College Prep and STEM Academy, applied for and were approved for the Community Eligibility Provision (CEP) through the Mississippi Department of Education Office of Nutrition. Schools are eligible for CEP based on a minimum percentage of students eligible for free lunch. Schools eligible for CEP agree to serve free lunches and breakfasts to all students and the percent of free- or reduced-price eligible students is reported by the Mississippi Department of Education as >=95%.

EXPENDITURES, INSTRUCTIONAL COSTS, RATIOS

Table 2 highlights how charter schools across Mississippi allocate their resources and how those patterns compare with nearby traditional districts. These indicators – per-pupil spending, instructional spending, and student-teacher ratios – provide important context for understanding school operations and the conditions under which students learn.

Table 2. Expenditures, Instructional Costs, and Pupil Teacher Ratio, 2024–25 School Year

District / School	Expenditure Per Pupil*	Instructional Costs Per Pupil*	Percent of Expenditures Spent on Instructional Costs	Pupils Per Classroom Teacher*
City of Jackson				
Jackson Public Schools	\$16,630.20	\$9,624.31	57.9%	12.94
Ambition Prep	\$12,617.05	\$7,237.01	57.4%	14.07
Midtown Public	\$15,849.53	\$9,255.05	58.4%	11.04
Reimagine Prep	\$13,417.23	\$6,023.85	44.9%	9.67
Smilow Prep	\$12,867.02	\$6,313.28	49.1%	14.28
Smilow Collegiate	\$11,104.43	\$5,387.33	48.5%	17.12
Revive	\$12,059.13	\$5,966.03	49.5%	15.08
Coahoma County				
Clarksdale Municipal	\$15,455.84	\$9,606.18	62.2%	12.79
Coahoma County School District	\$19,093.18	\$10,569.76	55.4%	10.53
Clarksdale Collegiate	\$17,786.93	\$9,409.59	52.9%	19.94
City of Greenwood				
Greenwood-Leflore Public Schools	\$14,991.93	\$8,837.92	59.0%	12.26
Leflore Legacy	\$15,693.37	\$9,506.41	60.6%	11.81
Madison County				
Canton Public Schools	\$13,668.54	\$8,390.33	61.4%	13.53
SR1 CPSA	\$14,085.84	\$10,207.58	72.5%	19.74
Adams County				
Natchez-Adams School District	\$17,601.02	\$10,559.55	60.0%	12.15
Instant Impact	\$13,217.66	\$7,819.23	59.2%	N/A

Source: Mississippi Department of Education * Note: Pupils calculated by month 1-9 net membership (NM)

Expenditures explained.

Because charter schools in Mississippi operate as independent local education agencies and receive less public funding per student than district schools, it is common to see differences in spending levels and spending priorities.⁵ Consistent with prior years, most charter schools reported lower per-pupil expenditures than their surrounding districts in 2024–25. In Jackson, all charter schools spent less per pupil than Jackson Public Schools, with the largest gaps at Smilow Collegiate, Revive, and Ambition Prep. In Coahoma County, Clarksdale Collegiate spent less per pupil than the county district but more than Clarksdale Municipal. In Greenwood, Leflore Legacy spent slightly more per pupil than Greenwood-Leflore Public Schools. Differences in per-pupil spending reflect both funding structures and enrollment size, particularly for smaller schools.

Instructional spending.

Instructional spending patterns also varied across schools. Most charter schools devoted a similar or smaller share of total expenditures to instruction compared with their districts. Leflore Legacy and SR1 CPSA stood out for allocating a larger proportion of spending to instruction than their surrounding districts, while several Jackson-area charters allocated a smaller share. These differences reflect local decisions about staffing, instructional design, and the balance between instructional and operational costs.

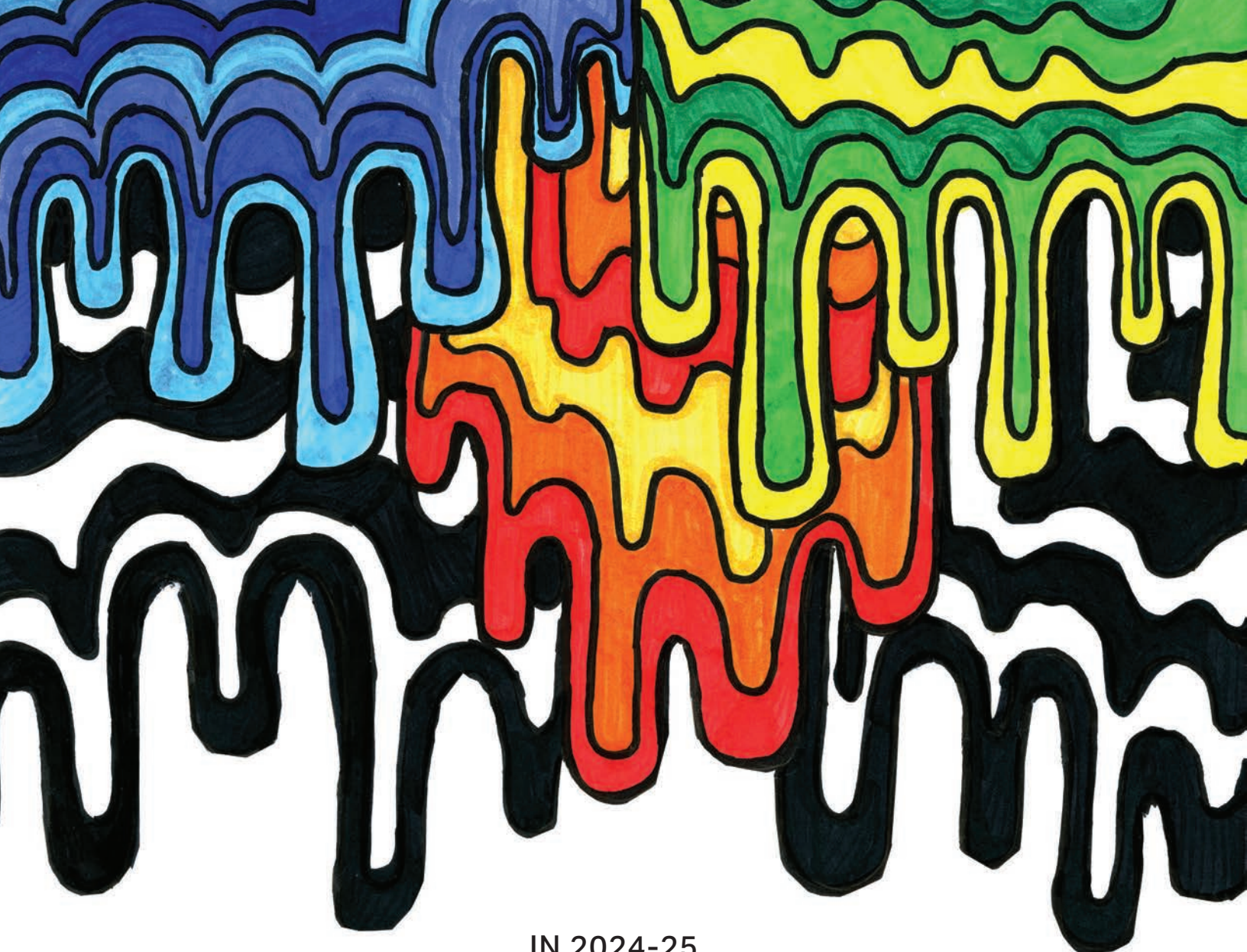


Student-teacher ratios.

Student-teacher ratios offer another lens into charter school models. Smaller class sizes, which research links to improved academic outcomes⁶, were evident in Leflore Legacy, Midtown Public, and Reimagine Prep. Other charter schools operated with higher student-teacher ratios than their comparison districts, consistent with differences in funding levels and organizational models.

⁵ Hudson, J., Sable, J., & Hill, C.D. (2022, June 22). Public charter school expenditures by school level. NCES Blog. <https://nces.ed.gov/blogs/nces/post/public-charter-school-expenditures-by-school-level>

⁶ Krueger, A. B. (2002). Understanding the magnitude and effect of class size on student achievement. *The class size debate*, 7-35; Shin, I. S., & Chung, J. Y. (2009). Class size and student achievement in the United States: A meta-analysis. *KEDI Journal of Educational Policy*, 6(2).districts in this report.



IN 2024-25,
MORE THAN
3,900
PK-8 STUDENTS
ATTENDED MISSISSIPPI
CHARTER SCHOOLS

CHARTER SCHOOL IMPACT ON STUDENT ACHIEVEMENT

As charter schools continue to expand and become an option for more of Mississippi's children, it is important to closely examine their impact. To evaluate academic impacts, the Mississippi Charter School Authorizer Board (MCSAB) partnered with Basis Policy Research (Basis) to compare charter school students with similar students in nearby traditional public schools.

These impact findings should be interpreted alongside other accountability information. State accountability grades primarily reflect overall proficiency and growth at a point in time, and MCSAB's performance framework evaluates charter schools across academic, financial and operational dimensions to guide oversight action. The impact analysis presented here isolates one specific question: whether charter students are making stronger academic progress than comparable peers in traditional public schools. As a result, a school may demonstrate positive academic impact while still facing challenges related to overall proficiency levels, enrollment stability, or fiscal and operational health.

This year's results provide the most complete picture to date across elementary and middle grades. Some of Mississippi's Elementary charter schools now have five consecutive years of data, offering a clearer view of early-grade performance in math and English Language Arts (ELA). Middle schools, many of which have operated longer, provide insight into impacts across the upper grades.

In 2024–25, elementary charter students outperformed matched students overall. The math estimate was positive but not statistically significant, while the ELA impact was significant and represents the strongest elementary ELA effect observed to date. These findings suggest that, on average, charter elementary schools are providing stronger early academic experiences than nearby traditional public schools.

Middle school results were more varied. As a whole, charter middle school performance was similar to that of matched students in both subjects. However, effects differed across schools: Smilow Prep and Midtown Public demonstrated strong positive impacts, while Reimagine Prep performed significantly below its matched peers.

The 2024–25 results provide a nuanced view of charter school performance in Mississippi, showing areas of strength, areas for improvement, and evidence of change over time.

This report answers a different question than accountability grades: not *"How high are scores?"* but *"How much do students learn relative to where they started and compared to similar students?"*

ANALYTIC APPROACH FOR IMPACT ANALYSIS

Basis used a statistical method called propensity score matching (PSM) to limit selection bias when estimating the impact of charter schools on academic achievement. Selection bias is a concern when estimating the impact of charter schools on academic achievement because students who choose to attend charter schools may differ in ways that influence outcomes. PSM controls for selection bias by matching students who enrolled in charter schools with students who had a similar probability of enrolling in charter schools, based on the schools they attended, academic, and demographic data.

Basis matched students who attended Mississippi charter schools between the 2016-17 and 2024-25 school year with traditional public school students in the year before the first grade level offered at the charter school, by school district and grade level. For example, students attending grade 5 in a charter middle school in Jackson in 2024-25 were matched as fourth graders with JPS students in 2023-24 before enrolling in the charter school. Students were matched with available academic and demographic data, including math and English Language Arts (ELA) test scores, gender, race/ethnicity, mobility, economic disadvantage status, English learner status, and special education and severe cognitive disabilities statuses.

In total, Basis matched a total of 6,545 middle school students between 2016-17 and 2024-25 and 1,448 elementary school students between 2020-21 and 2024-25 through the PSM process.

The PSM resulted in academically and demographically similar comparison groups for each Mississippi charter school, by year, with no statistically significant differences between charter and comparison groups in the variables used to match.

Basis used multivariate regression models to estimate the impact of charter schools on academic achievement by comparing students enrolled in Mississippi's charter schools to matched comparison group students. For this report, results are presented for the current year as well as prior school years. Basis ran separate multivariate regression models for middle and elementary schools, as well as separate models to estimate the charter school impact for specific charter schools, grade levels, and for students who have been enrolled in charter schools for two or more years.

The academic achievement outcomes, Mississippi Academic Assessment Program (MAAP) test scale scores, are presented as z-scores, which are standardized scale scores that have been transformed based on the state mean and standard deviation by year, subject area, and grade level. Z-scores allow for the comparison of test scores across years and grade levels.

Additional details about the matching process and the analytic model can be found in the Appendix.

ELEMENTARY SCHOOL RESULTS

In 2024–25, elementary charter students outperformed matched students overall (see Figure 1). The math impact was positive but not statistically significant, while the ELA impact was statistically significant. This suggests that, on average, elementary charter schools are providing stronger early academic experiences than their surrounding districts.

While several charter elementary schools received “D” grades under the accountability system, the impact results below focus on students’ academic progress relative to similar peers in nearby districts.

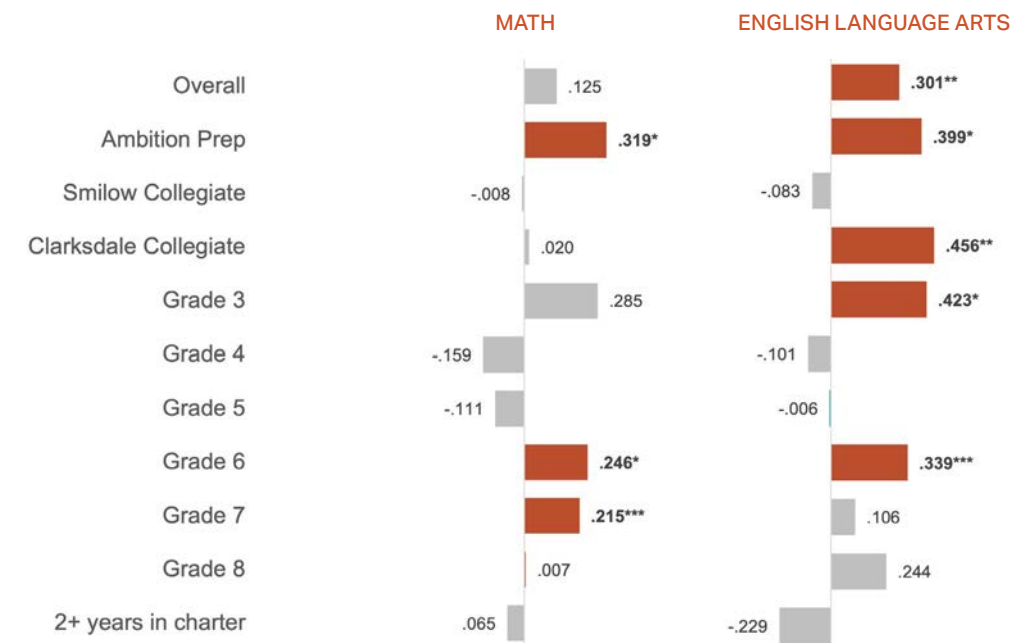
School-level patterns highlight important differences. Ambition Prep posted significant gains in both subjects, while Clarksdale Collegiate demonstrated a large positive impact in ELA. Smilow Collegiate performed similarly to the comparison group.

Grade-level results showed a mix of positive and negative estimates. Students in grades 3, 6, and 7 had the largest

positive impacts, with statistically significant gains in grade 3 ELA, grade 6 math and ELA, and grade 7 math. Grades 4 and 5 showed negative but statistically insignificant effects in both subjects. Students with two or more years in charter schools performed similarly to matched peers in math and scored lower in ELA.

These mixed but generally positive outcomes provide insight into how well charter elementary schools support early learning and where targeted improvements may be needed.

Figure 1. Elementary Charter School Impacts in Math and ELA, 2024–25



*** p < 0.001; ** p < 0.01; * p < 0.05

Note: each estimate is from a separate regression model that controls for prior achievement (grades 4-8), student demographics, and student mobility

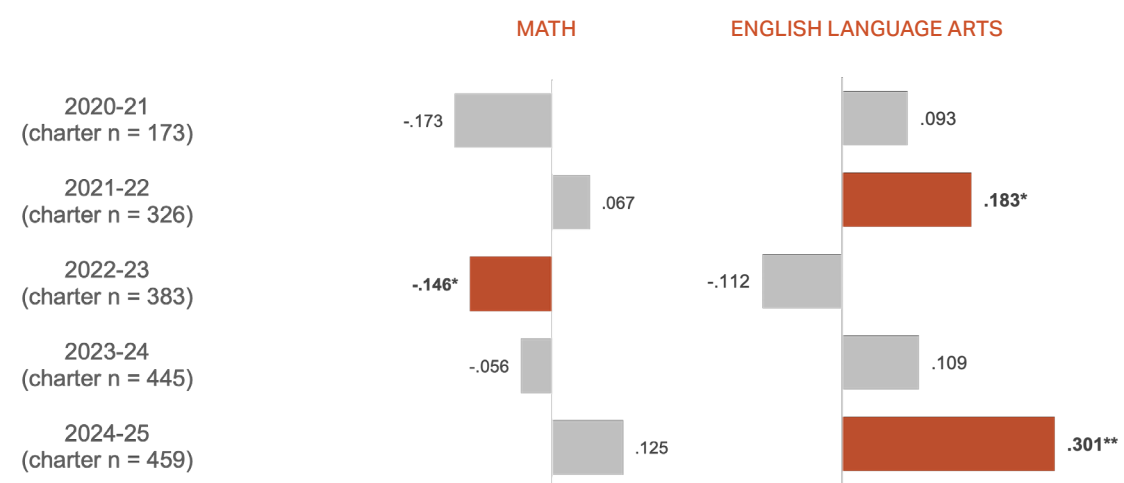
Figure 2 shows how charter elementary impacts have evolved over the past five years, from 2020–21 through 2024–25. These annual estimates provide important context for understanding the 2024–25 results shown in Figure 1. Each year’s estimate reflects the group of charter students who could be matched with similar students in traditional public schools and had complete data for that school year.

The early years of charter elementary implementation show the expected variability of new and expanding schools. In 2020–21 and again in 2022–23, charter students scored below their matched peers in math, while ELA results were modestly positive. As schools

stabilized and enrollment grew, performance became more consistent. The math estimate in 2024–25 was positive but not statistically significant, while the ELA effect was the strongest impact for elementary charter schools observed to date.

Across years, ELA impacts have been more consistently positive than math, and the most recent results indicate improving performance as schools move beyond early start-up phases. These longitudinal patterns, combined with the grade- and school-level results presented earlier, highlight both the progress charter elementary schools have made and the areas where continued improvement is needed.

Figure 2. Elementary Charter School Achievement Impacts, 2020-21 to 2024-25



*** p < 0.001; ** p < 0.01; * p < 0.05

Note: each estimate is from a separate regression model that controls for student demographics, and student mobility

MIDDLE SCHOOL RESULTS

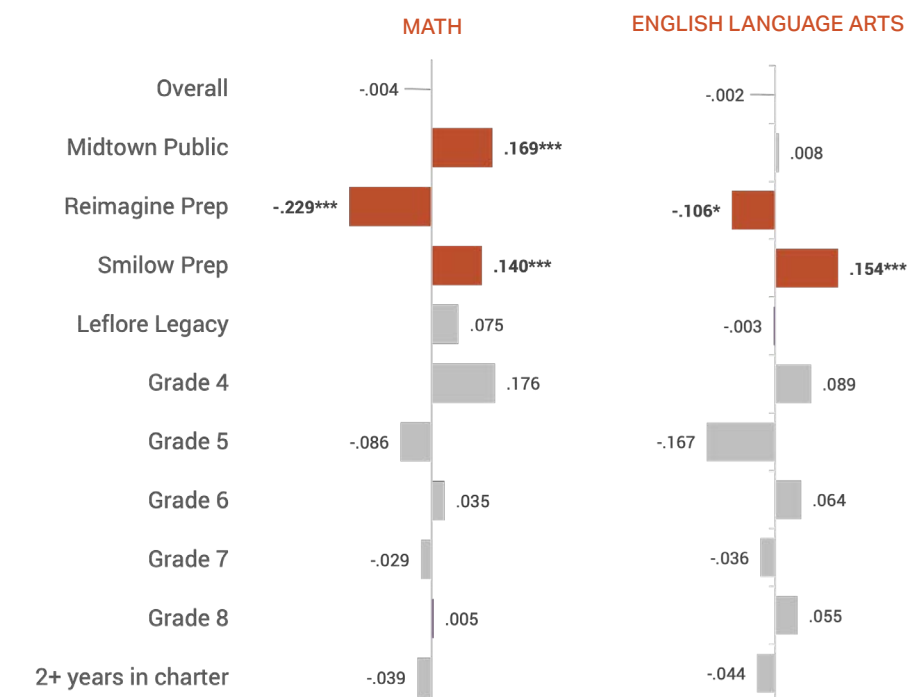
Overall, charter middle school students performed on par with matched students in traditional public schools; average differences in both math and ELA were small and not statistically significant (see Figure 3).

Although state accountability grades for middle schools were generally low in 2024–25, the matched comparison analysis examines relative performance rather than overall proficiency.

Beneath this overall average, results differed meaningfully across individual schools. Smilow Prep and Midtown Public stood out with large, statistically significant gains in math, and Smilow Prep also delivered strong, significant results in ELA. Leflore Legacy performed similarly to its district comparison in both subjects. Reimagine Prep, however, posted significantly lower scores than its matched peers in both math and ELA, contributing to the neutral overall effect.

Grade-level results also reflected this variation. Grades 4, 6, and 8 showed small positive differences in both math and ELA, while grades 5 and 7 showed negative differences. None of these grade-level estimates were statistically significant. Students enrolled in charter schools for two or more years performed similarly to comparison students in both subjects.

Figure 3. Middle Charter School Impacts in Math and ELA, 2024-25



*** p < 0.001; ** p < 0.01; * p < 0.05

Note: each estimate is from a separate regression model that controls for prior achievement, student demographics, and student mobility

ADDITIONAL STUDENT OUTCOMES

Figure 4 traces nearly a decade of charter middle school performance, from 2016–17 through 2024–25. These longitudinal results capture how the sector has evolved as schools matured, student enrollment grew, and new schools opened.

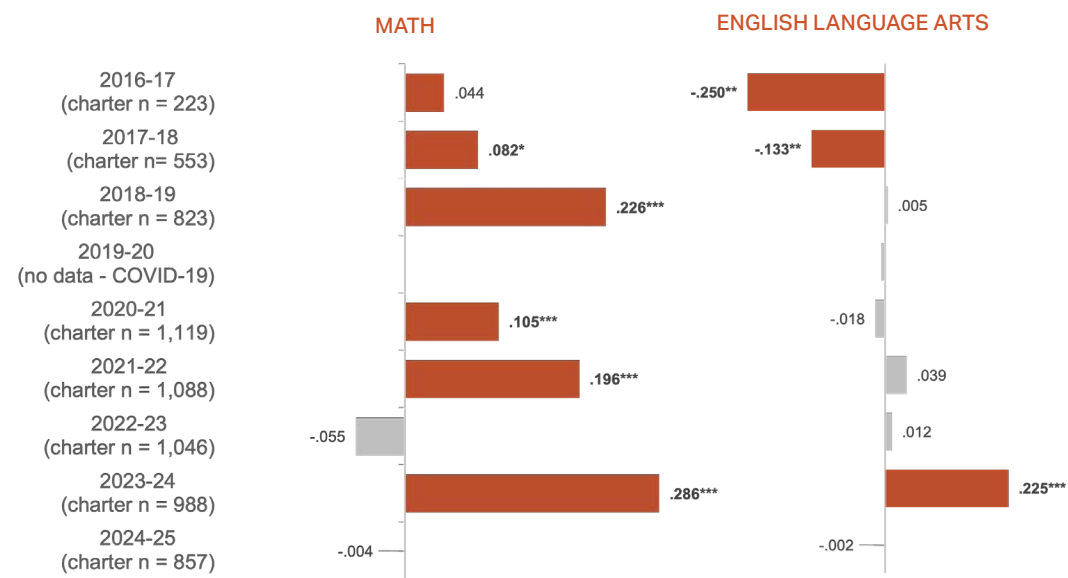
Early years show the volatility typical of a young sector. Math impacts ranged from modest positive differences in 2016–17 to stronger, significant gains in 2018–19. ELA results in these early years were mostly negative, with significant declines in 2016–17 and 2017–18 as schools established their instructional programs.

As the sector stabilized, performance improved. From 2020–21 through 2023–24, math results were consistently positive, often significantly so, and ELA results gradually

strengthened. The 2023–24 year stands out, with large and statistically significant gains in both math and ELA.

The 2024–25 results returned to neutral in both subjects, reflecting neither positive nor negative differences relative to matched peers. This return to the mean is consistent with year-to-year changes in school composition, student cohorts, and newly opened schools. Together, these longitudinal trends show a sector marked by periods of strong performance and periods of adjustment, reflecting the ongoing evolution of Mississippi’s charter middle schools.

Figure 4. Middle Charter School Achievement Impacts, 2020-21 and 2024-25



*** p < 0.001; ** p < 0.01; * p < 0.05

Note: each estimate is from a separate regression model that controls for prior achievement, student demographics, and student mobility



This section examines additional student outcomes for Mississippi’s charter schools. Unlike the matched analyses presented earlier, these results compare charter school students with all students in the traditional public school districts where the charter schools operate. The outcomes include chronic absenteeism, MAAP proficiency, and MAAP growth.⁷

⁷ In prior reports we included kindergarten readiness data. In 2024-25, the Mississippi Department of Education changed vendors to administer the assessment and did not report data.

CHRONIC ABSENTEEISM

Figures 5 and 6 present chronic absenteeism rates for Mississippi charter schools and their comparison districts over the 2021–22 through 2024–25 school years. Chronic absenteeism, which is defined as missing 10 percent or more of school days, is an important indicator of how consistently students are engaged in school, and regular attendance is strongly linked with stronger academic and long-term outcomes.⁸

Across elementary schools, all charter schools except Instant Impact maintained lower chronic absenteeism rates than their surrounding districts. Ambition Prep declined from 40 percent in 2021 to 27.5 percent in 2025. Smilow Collegiate posted lower rates than JPS in three of the four years with available data. In Clarksdale, Clarksdale Collegiate consistently reported

absenteeism well below both Clarksdale Municipal and Coahoma County. Newer schools showed more variability: Revive’s rates generally aligned with JPS, Instant Impact’s were above Natchez-Adams in both years, and SR1 CPSA reported the lowest rate among elementary charters in 2024 (5 percent) before rising in 2025.

Among middle schools, chronic absenteeism rates varied across schools and across years. Smilow Prep consistently reported lower or comparable absenteeism rates than JPS, remaining below the district in all years. Leflore Legacy’s rate rose slightly over time, but the school maintained absenteeism lower than its district in every year shown. Midtown Public’s absenteeism fluctuated over time and

closely tracked the JPS trend, and in 2025 Midtown Public and JPS had nearly identical rates. Reimagine Prep had the highest chronic absenteeism rates among the charter middle schools in each year, rising to 53 percent in 2025.

context for the academic results presented earlier: schools with lower absenteeism tend to be better positioned to support consistent learning, while schools with higher absenteeism may face greater instructional and engagement challenges.

Overall, most charter schools had lower or comparable chronic absenteeism rates relative to their surrounding districts in 2024–25. These patterns provide meaningful

⁸ Source: <https://www.brookings.edu/articles/chronic-absenteeism-an-old-problem-in-search-of-new-answers/>

Figure 5. Elementary School Chronic Absenteeism, 2020-21 to 2024-25

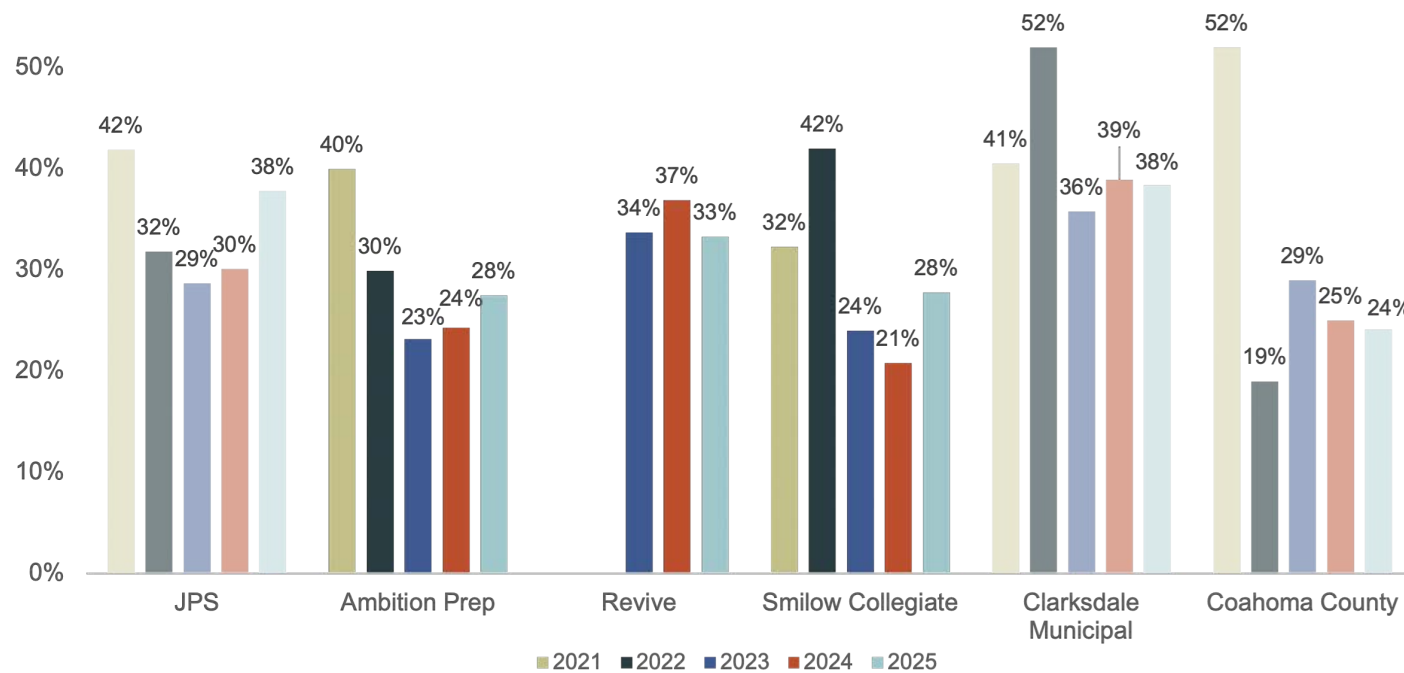
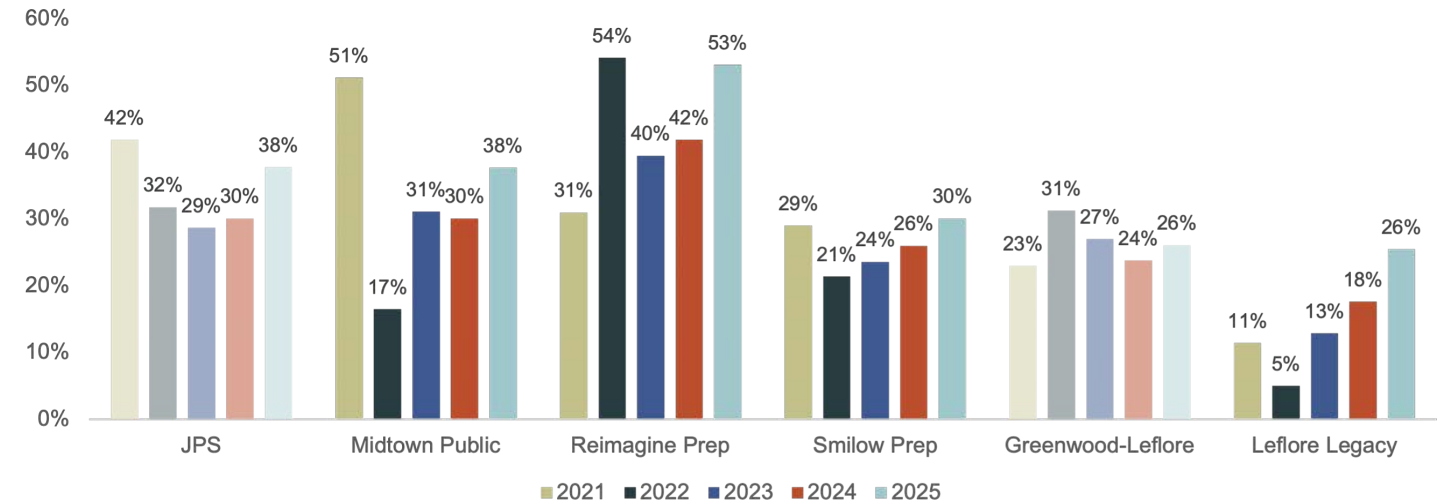


Figure 6. Middle School Chronic Absenteeism, 2020-21 to 2024-25



MAAP PROFICIENCY

The Mississippi Academic Assessment Program (MAAP) measures how well students in grades 3–8 are meeting Mississippi’s College- and Career-Ready Standards in math and English Language Arts (ELA). Scores fall into five performance levels, with Levels 4 and 5 indicating proficiency.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
MINIMAL The student inconsistently demonstrates the knowledge or skills that define minimal level performance.	BASIC The student demonstrates partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area.	PASSING The student demonstrates general mastery of the knowledge and skills required for success in the grade or course in the content area.	PROFICIENT The student demonstrates solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area.	ADVANCED The student consistently performs in a manner clearly beyond that required to be successful in the grade or course in the content area.

Source: Mississippi Department of Education

CHARTER ELEMENTARY SCHOOLS

Figures 7 and 8 show MAAP proficiency trends for Mississippi’s charter elementary schools from 2021–22 through 2024–25. Although charter elementary schools have a shorter operating history than middle schools, the past four years reveal clear patterns of improvement.

Ambition Prep has demonstrated steady gains in both subjects. Math proficiency rose from 20 percent in 2021–22 to nearly 35 percent in 2024–25, outpacing the district rate each of the past two years. ELA proficiency has remained consistently above the district as well, reaching 31 percent in 2024–25.

Smilow Collegiate made substantial progress after its first testing year. Math proficiency increased from just 1.6 percent in 2020–21 to 29.2 percent in 2024–25, and ELA proficiency climbed from 10.5 percent to

35.2 percent over the same period, exceeding the district in the most recent two years.

Clarksdale Collegiate continues to make notable gains, especially in ELA. In 2024–25, 35.9 percent of students reached proficiency, well above both Clarksdale Municipal (24.3 percent) and Coahoma County (31.4 percent). Math proficiency has risen steadily as well, remaining above Clarksdale Municipal in every year shown.

Across the elementary grades, charter schools have generally shown strong upward trends, with several exceeding their comparison districts in both subjects by 2024–25.

Figure 7. Percentage of Elementary School Students Achieving Proficiency in Math

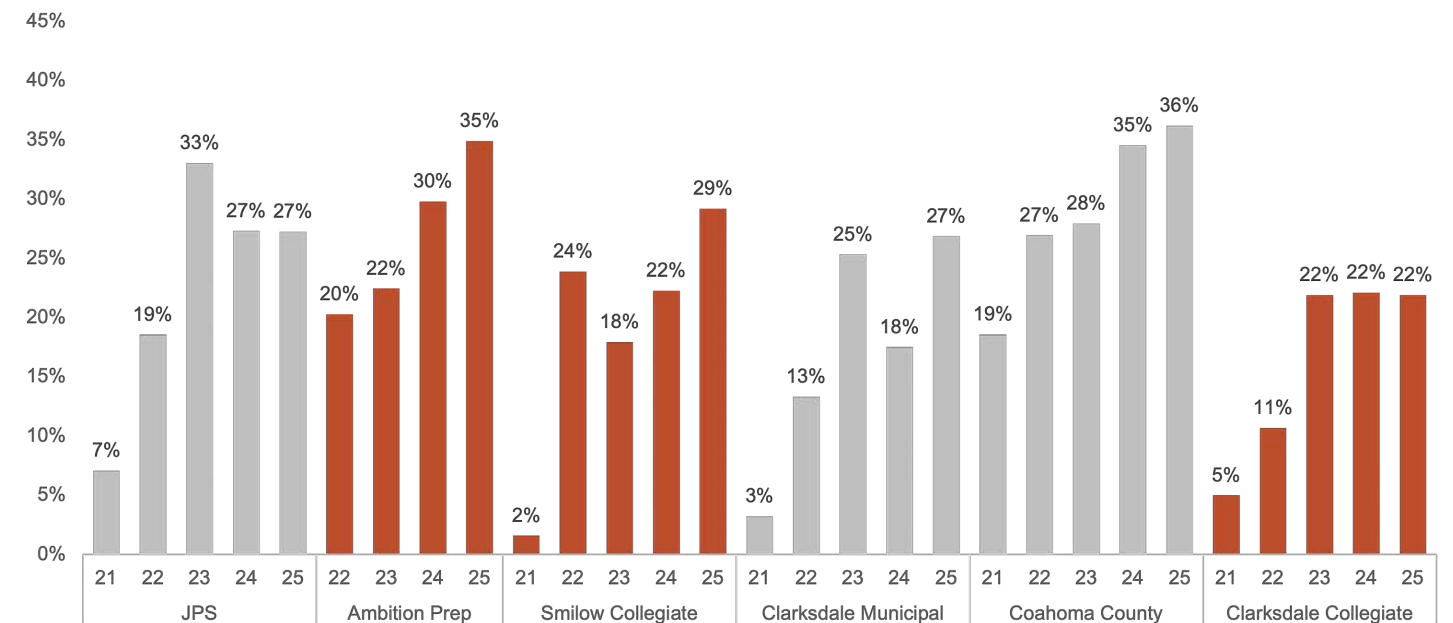
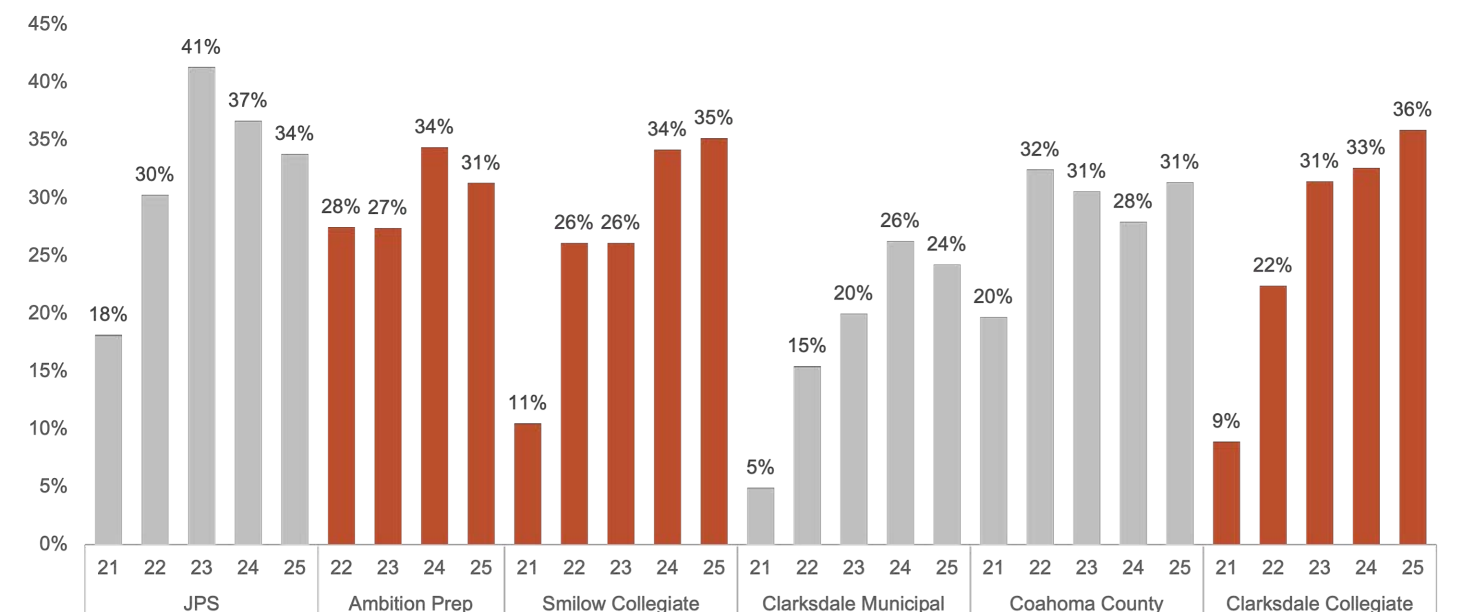


Figure 8. Percentage of Elementary School Students Achieving Proficiency in ELA



CHARTER MIDDLE SCHOOLS

Figures 9 and 10 display proficiency trends for charter middle schools and their comparison districts across the past five years. Overall, proficiency levels in middle grades remain lower statewide than in elementary grades, but the charter sector shows areas of clear improvement.

Midtown Public has experienced one of the strongest upward trajectories. Math proficiency rose from 4.5 percent in 2020–21 to 32 percent in 2024–25, and ELA proficiency increased from 14.3 percent to 25.4 percent over the same period, approaching or exceeding the JPS district average in recent years.

Smilow Prep also improved significantly. Math proficiency peaked at 34.8 percent in 2023–24 and remained comparable to district levels in 2024–25. ELA results have been consistently similar to the district's performance.

Reimagine Prep shows a more mixed pattern. Math proficiency climbed to 31.2 percent in 2023–24 before declining to 14.6 percent in 2024–25, while ELA proficiency remained relatively stable but below district levels in the most recent year.

In Greenwood-Leflore, **Leflore Legacy** demonstrated marked improvement from its early years. Math proficiency grew from 4.2 percent in 2020–21 to 31.3 percent in 2023–24 before moderating slightly in 2024–25. ELA proficiency increased as well, reaching 22.2 percent in 2024–25, slightly above the district rate.

Across the middle grades, charter schools show meaningful but uneven improvement, with some schools now performing at or above their district averages in one or both subjects.

Figure 9. Percentage of Middle School Students Achieving Proficiency in Math

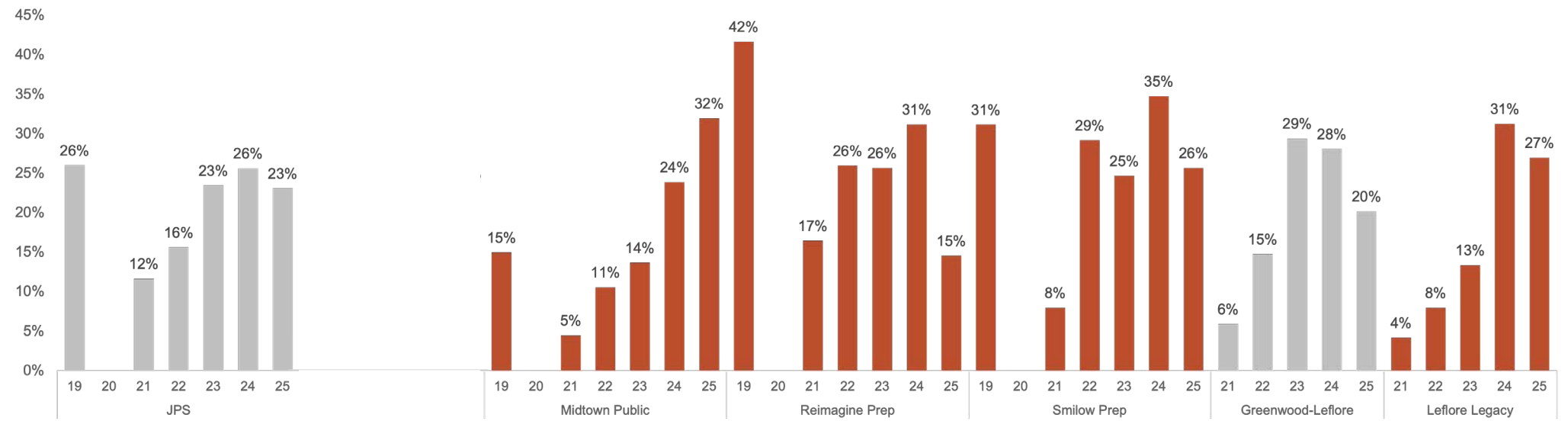
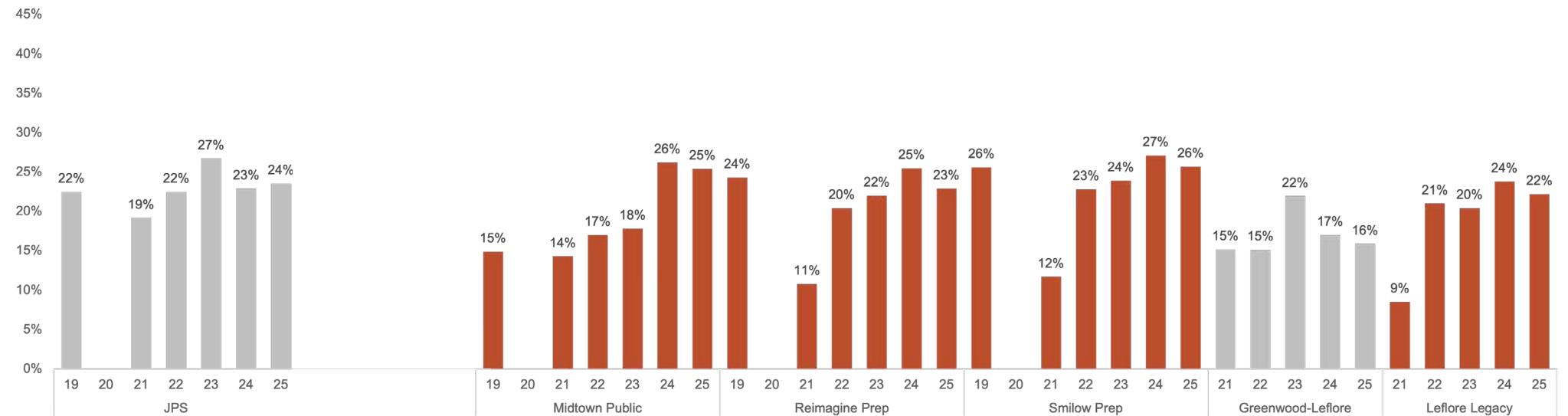


Figure 10. Percentage of Middle School Students Achieving Proficiency in ELA



MAAP GROWTH

The Mississippi Academic Assessment Program (MAAP) also measures how much academic progress, or growth, students make from one year to the next. Growth data complement proficiency results by showing whether students are learning at a rate that keeps them on track, regardless of their starting point.



ELEMENTARY STUDENTS

In Jackson, **Ambition Prep** has demonstrated consistently strong growth in math and ELA. In both subjects, the school met or exceeded the JPS district growth rate in multiple years. **Smilow Collegiate** has shown noteworthy progress over time. After a challenging year in 2022–23, math growth rebounded to 55.9 percent in 2023–24 and rose again to 58.3 percent in 2024–25 – exceeding both comparison districts in the most recent year. ELA growth increased to 48.6 percent in 2024–25, tracking close to district averages.

In the Delta, **Clarksdale Collegiate** continues to demonstrate solid and improving growth. In 2024–25, 42.2 percent of students met adequate growth in math – below one district but above the other – and 52.8 percent met adequate growth in ELA, exceeding both Clarksdale Municipal and Coahoma County. Over the past several years, ELA growth at Clarksdale Collegiate has been consistently strong, outpacing at least one comparison district each year.

Across the elementary charter sector, the pattern is increasingly clear: while growth levels vary across years, charter elementary schools in Mississippi are generally keeping pace with – or outperforming – their comparison districts in at least one subject.

Figure 11. Percentage of Elementary School Students Achieving Adequate Growth in Math

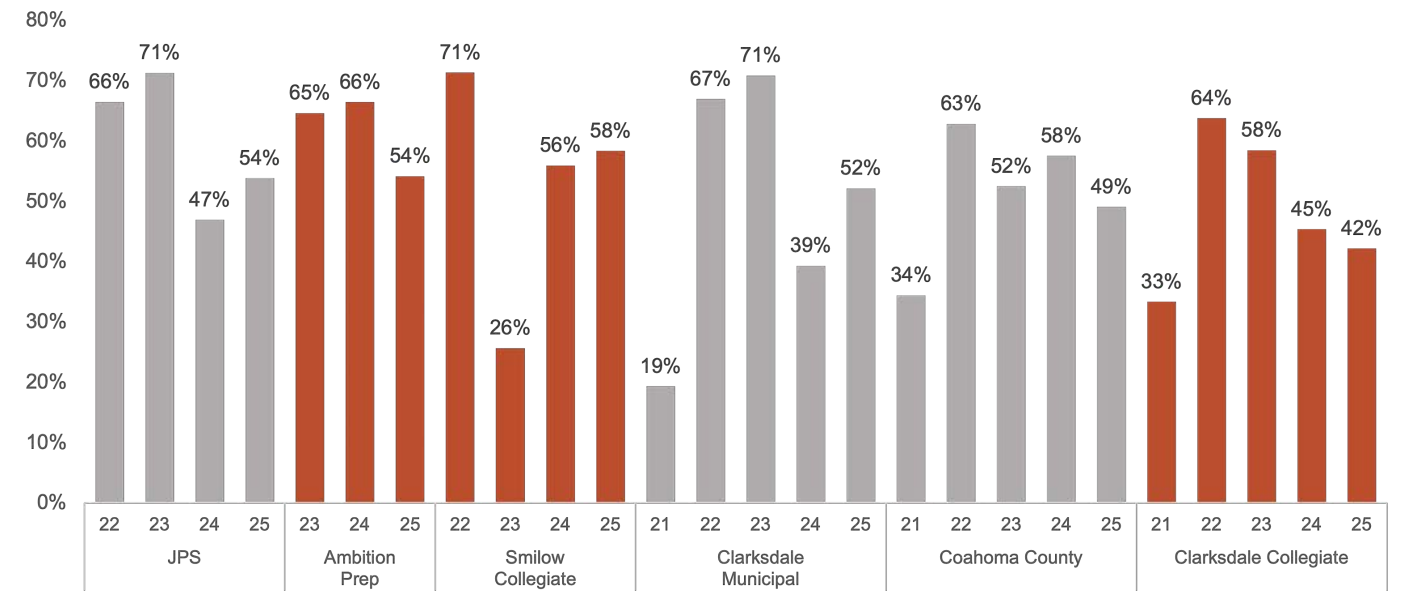
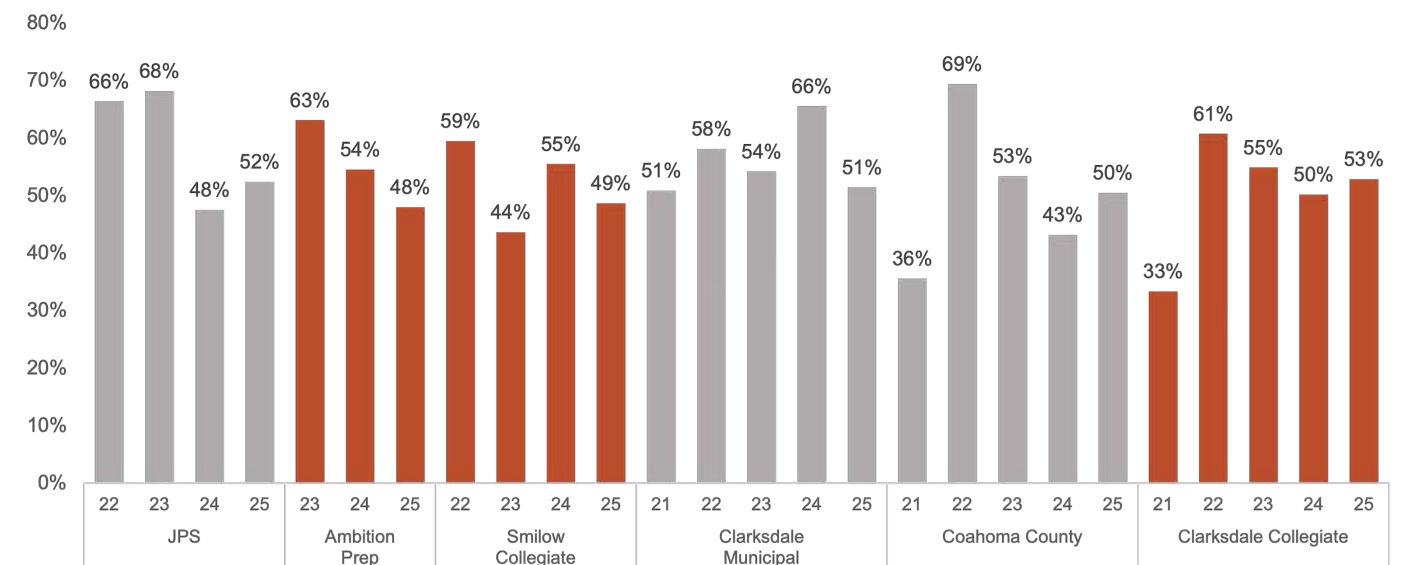


Figure 12. Percentage of Elementary School Students Achieving Adequate Growth in ELA



MIDDLE SCHOOL STUDENTS

Midtown Public has demonstrated steady and notable improvement. Math growth increased from 49 percent in 2021–22 to nearly 55 percent in both 2023–24 and 2024–25, substantially above the JPS district rate in the most recent year. ELA growth rose to 52.8 percent in 2024–25, again exceeding the district.

Smilow Prep also posted sustained high growth, especially in math. The school reached 72.2 percent math growth in 2021–22 and maintained strong levels in subsequent years. In 2024–25, math and ELA growth (45.1 percent and 48.4 percent) were both comparable to or above the district averages.

Leflore Legacy has emerged as a standout. After early challenges, the school achieved some of the highest growth rates among charter middle schools – 70.3 percent math growth in 2023–24 and 50 percent in 2024–25, both above Greenwood-Leflore. ELA growth has also remained strong, consistently meeting or surpassing district levels.

Reimagine Prep shows more variable results, with strong math growth in 2021–22 and 2023–24 but lower levels in 2024–25. ELA growth in 2024–25 (42.9 percent) aligned with district performance.

Middle school growth patterns show stronger and more consistent performance across the charter sector. Many charter middle schools posted growth rates that meet or exceed their districts, particularly in recent years.



Figure 13. Percentage of Middle School Students Achieving Adequate Growth in Math

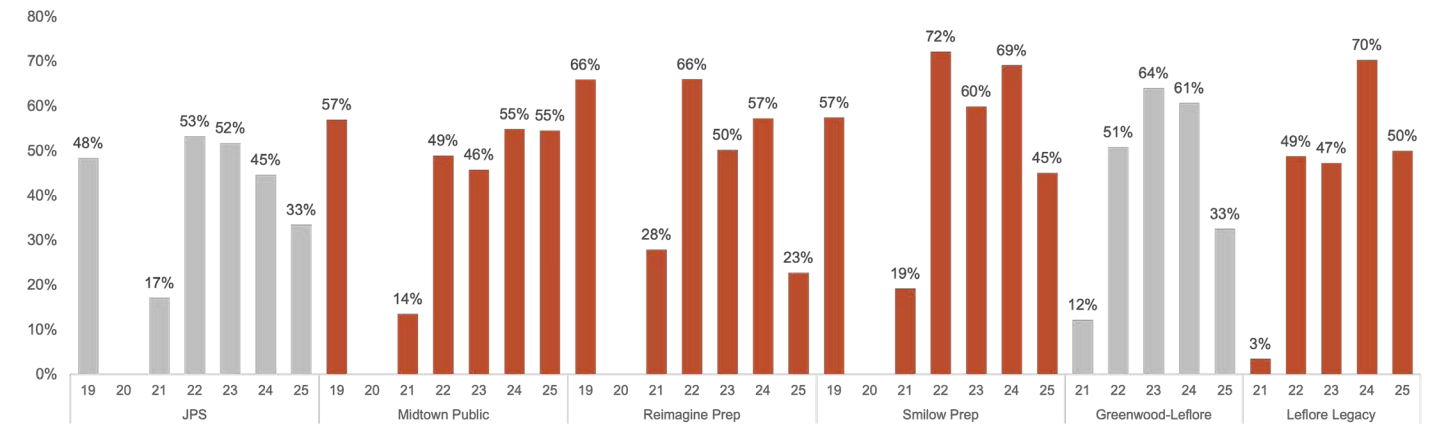
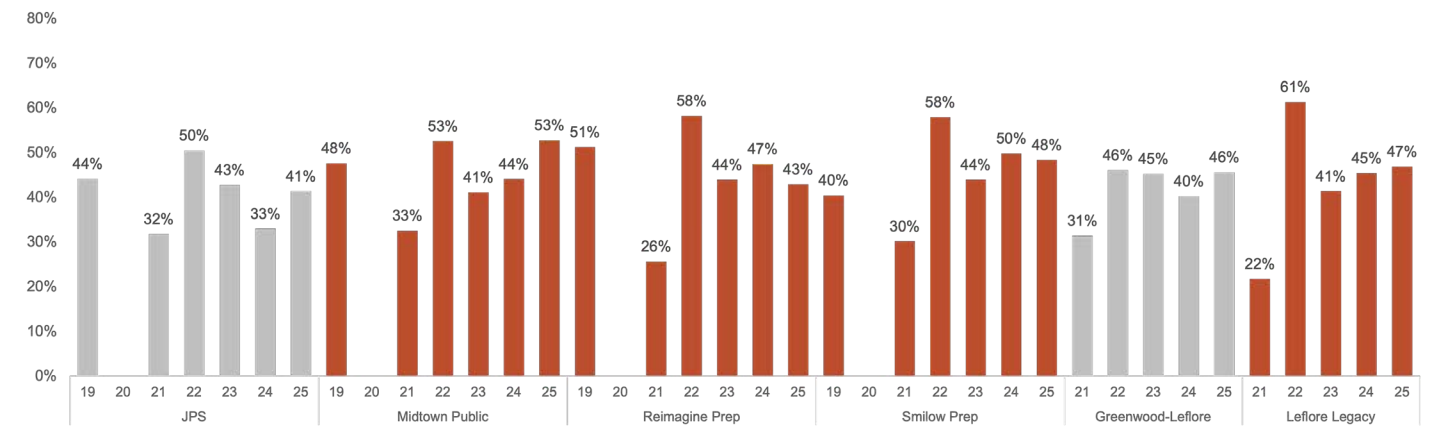


Figure 14. Percentage of Middle School Students Achieving Adequate Growth in ELA





DEMAND FOR MISSISSIPPI'S CHARTER SCHOOLS

Mississippi charter schools self-report student admissions information to MCSAB each year, including the number of available seats, the number of applications received, the number of offers extended and accepted, and the number of students placed on waitlists. While these data are not independently verified by MCSAB or the Mississippi Department of Education, they provide a useful picture of family interest in charter schools across the state.

Before the 2024–25 school year, charter schools statewide offered and filled 1,802 seats, while 674 students were placed on waitlists, resulting in an overall demand ratio of 0.37. This means that for every 100 students who secured a seat, approximately 37 additional applicants were unable to enroll due to limited space.

Across the state, most charter schools reported relatively low demand ratios – generally below 1, indicating that available seats met most of the interest from families. The strongest demand continues to

be in Jackson, where the overall ratio reached 0.60, with particularly high interest in several elementary grades and in grade 4 at the middle school level. Clarksdale also showed pockets of elevated demand, especially in grades where families seek to enter after the initial entry points; a few grades there exceeded a ratio of 1, reflecting more applicants than available seats. In contrast, Greenwood, Canton, and most early grades in Natchez-Adams reported little to no unmet demand, suggesting that available seats aligned closely with community interest for the 2024–25 school year.

STATEWIDE, SEATS FILLED BEFORE 2024-25 SY:

1,802

OVERALL DEMAND RATIO:

0.37

Demand is measured as the ratio of applicants placed on a waitlist to applicants who were offered and accepted admission. A demand ratio greater than zero indicates that more students wished to enroll than seats available.

CALCULATING DEMAND

Table 3. Demand for Charter School Admission, 2024-25 School Year

	Applicants Offered Admission	Applicants Put on Waitlist	Demand (Applicants Put on Waitlist / Applicants Offered Admission)
All Charters	1,802	674	0.37
Jackson	1,802	1,090	0.60
Elementary Schools	824	419	0.51
Kindergarten	242	63	0.26
First Grade	149	80	0.54
Second Grade	104	79	0.76
Third Grade	84	80	0.95
Fourth Grade	91	71	0.78
Middle Schools	978	255	0.26
Fourth Grade	37	48	1.30
Fifth Grade	216	28	0.13
Sixth Grade	197	16	0.08
Seventh Grade	126	49	0.39
Eighth Grade	115	33	0.29
Clarksdale	641	180	0.28
Kindergarten	65	0	0.00
First Grade	10	21	2.10
Second Grade	5	28	5.60
Third Grade	0	7	0.00
Fourth Grade	3	48	16.00
Fifth Grade	5	24	4.80
Sixth Grade	3	16	5.33
Seventh Grade	8	17	2.13
Eighth Grade	73	21	0.29
Greenwood	205	0	0.00
Sixth Grade	75	0	0.00
Seventh Grade	81	0	0.00
Eighth Grade	62	0	0.00
Natchez-Adams	205	25	0.12
Kindergarten	48	1	0.02
First Grade	14	3	0.21
Second Grade	10	4	0.40
Canton	90	0	0.00
Kindergarten	44	0	0.00
First Grade	31	0	0.00

Family interest remains strongest in **Jackson** and select grades in **Clarksdale**. Demand ratios indicate ongoing interest, even amid statewide enrollment declines.

DEMAND BY DISTRICT

In the 2024–25 school year, students enrolled in Mississippi’s charter schools came from 16 school districts across the state. Table 4 shows the number of students attending a charter school by the district in which they lived.

Most charter school students lived in the same district where the charter school was located, including the largest share from Jackson Public Schools (2,627 students), followed by Clarksdale Municipal (485), Greenwood Public Schools (202), and Natchez-Adams (153). Charter schools also enrolled students from nine additional districts, some of whom commuted from outside their home district to attend a charter school. These patterns suggest that families in several communities viewed charter schools as offering educational options worth traveling for, even when not located within their home district.

While both the demand ratio and the number of students commuting from outside their home districts indicate continued interest in charter schools, statewide enrollment patterns may influence the feasibility of opening new schools. Mississippi’s public school enrollment has declined in recent years, and shifts in district enrollment can affect the long-term sustainability of new charter schools as well as traditional public schools.

Table 4. Number of Students Enrolled in a Charter School by School District, 2024-25 School Year

School District	Number of Students
Jackson Public Schools	2,627
Clarksdale Municipal	485
Greenwood Public Schools	202
Natchez-Adams School District	153
Coahoma County School District	125
Canton Public Schools	84
Hinds County School District	47
West Tallahatchie School District	22
Holmes County Consolidated School District	4
Quitman School District	4
Copiah County School District	3
Sunflower County Consolidated School District	2
Jefferson County School District	1
Hazlehurst City School District	1
Leake County School District	1
Meridian Public School District	1

ENROLLMENT TRENDS

Table 5 presents enrollment trends in districts with operating or approved charter schools, districts eligible for a charter school (defined as districts that have existing charter schools and districts rated “D” or “F”⁹ in the 2024-25 school year), all other districts in Mississippi, and the total for the state. Across the state, total public school enrollment declined by approximately 2.3 percent between 2022–23 and 2024–25, continuing a broader pattern of gradual enrollment loss.

Enrollment declines were more pronounced in districts with existing or eligible charter schools. Districts eligible for charter schools experienced a cumulative decline of 9.5 percent over the three-year period, compared with a 1.8 percent decline in all other districts statewide. These trends provide important context for interpreting charter demand and growth. While demand for charter schools persists in certain regions and grade levels, overall declines in district enrollment may limit near-term expansion opportunities and underscore the importance of strategic, data-informed decisions about where and how new charter schools open.

⁹ Charter schools may operate in Mississippi school districts rated “C” upon local school board approval.

Table 5. Percentage Change in Enrollment from Prior School Year

School District	2022-23	2023-24	2024-25	2022-23 to 2024-25
Canton Public	3.09%	2.08%	-2.32%	-0.28%
Clarksdale Municipal	0.47%	-10.81%	-1.69%	-12.32%
Coahoma County	-6.53%	11.13%	-8.11%	2.13%
Greenwood-Leflore Consolidated	1.31%	-4.49%	-3.40%	-7.74%
Jackson Public	-3.30%	-5.15%	-1.79%	-6.85%
Natchez-Adams	0.46%	-4.64%	-5.76%	-10.13%
Charter eligible	-2.16%	-4.58%	-2.84%	-9.51%
All other districts	-0.26%	-0.56%	-0.94%	-1.76%
Mississippi total	-0.39%	-0.85%	-1.05%	-2.29%

APPENDIX: SUMMARY OF ANALYTIC METHODS

The Mississippi Department of Education (MDE) provided student-level data from the 2015–16 through 2024–25 school years for this analysis. Basis used a propensity score matching (PSM) approach to create comparison groups of traditional public school students who were similar to charter school students prior to charter enrollment.

Students were matched on prior achievement, demographics, economic disadvantage, English learner status, special education status, and mobility using data from the year before the charter school’s entry grade. In cases where prior-year test data were not available (e.g., 2019–20), the match used the closest available year of data.

Across all years, matching produced balanced charter and comparison groups with no statistically significant differences on the variables used to match. Because the matching process identified students before the analytic year, some attrition occurred; however, tests of post-match attrition showed no meaningful differences between students who remained in the dataset and those who exited.

Following matching, Basis estimated the impact of charter school participation using multivariate regression models. Academic outcomes were

measured using Mississippi Academic Assessment Program (MAAP) z-scores, which standardize test scale scores across subjects, grades, and years. Separate models were estimated for elementary and middle schools, individual charter schools, grade levels, and students with two or more years of charter enrollment, as well as for each school year in the longitudinal series.

Additional information on analytic specifications is available upon request.





MISSISSIPPI'S CHARTER SCHOOL PROFILES

- Ambition Preparatory
- Clarksdale Collegiate
- Instant Impact Global Prep
- Leflore Legacy Academy
- Midtown Public
- Reimagine Prep
- Revive
- Smilow Collegiate
- Smilow Prep
- SR1, College Preparatory and STEM Academy



AMBITION PREPARATORY | EST. 2019-20

Through high-quality instruction, intensive academic support, and hard work, Ambition Prep ensures that all students in kindergarten through grade eight have the academic skills and discipline for college and life success.

Ambition Prep offers families high-quality instruction and college prep curriculum with a focus on language and literacy and a structured, supportive and joyful school culture so that their scholars are able to perform their best every day. Their core values include ambition, professionalism, self-discipline, integrity, and community. Located in Jackson, Mississippi and opened in 2019, Ambition Prep is committed to ensuring that every scholar succeeds.

In their Lower Academy (grades K-4), scholars strategically focus on literacy and oral language. They nurture positive character development so

that students are not only successful in college but successful in life. They fully believe that college begins in kindergarten. In their Upper Academy that is soon to come, students will build on skills learned in the Lower Academy (grades 5-8). Upon completion of the program, the students will be prepared for high school and will be on a path for college success.

Ambition Prep students will express themselves in an effective manner to lead change within their communities and know the power and potential of their voice.

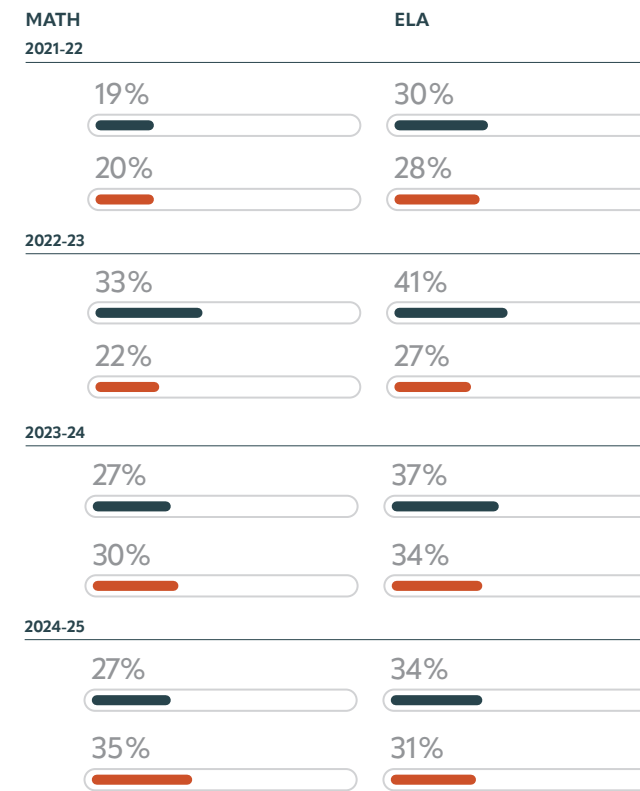
Number of Students by Grade in 2025

K	1st	2nd	3rd	4th	5th	6th
82	82	85	85	74	78	77

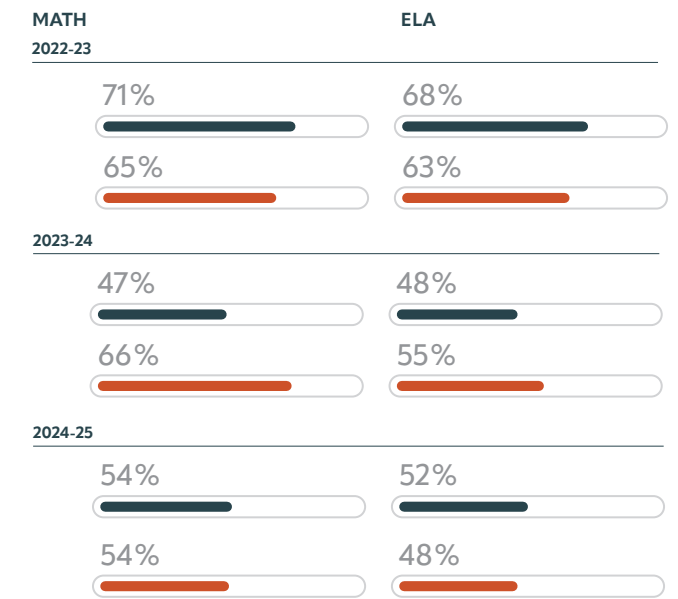
563

Total Students

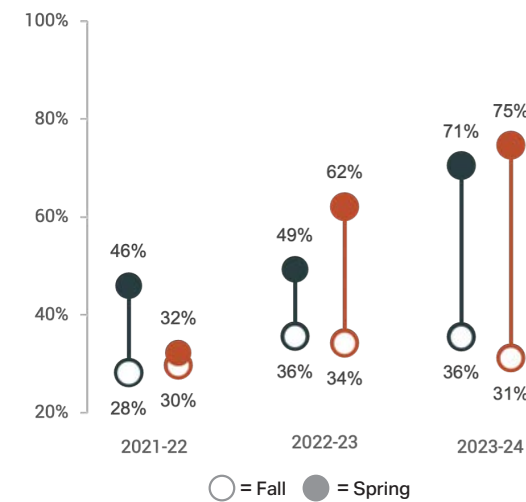
PROFICIENCY



GROWTH



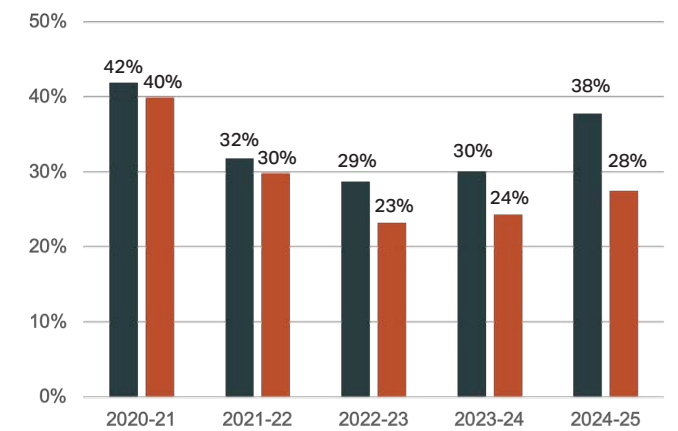
KINDERGARTEN READINESS*



* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

■ JPS
■ AMBITION PREP

CHRONIC ABSENTEEISM



CLARKSDALE COLLEGIATE | EST. 2017-18

On September 11, 2017, Clarksdale Collegiate was approved to open in the fall of 2018 in Clarksdale, Mississippi. They believe every child in the Mississippi Delta deserves the opportunity to excel in high school and college.

Currently serving grades K-8, Clarksdale Collegiate is unapologetically college preparatory and works relentlessly to achieve their urgent and ambitious mission. Their core beliefs, informed by research and proven practice in high-performing charter schools nationally, position them to achieve their goals and drive their educational plan. They believe:

- All students excel within structured, ambitious, and jubilant environments.
- All students grow and achieve with hard work and effective teachers.
- Comprehensive, targeted, and practice-based training ensures an effective teacher in every classroom.
- College preparatory curriculum, rigorous assessments, and data-driven instruction propel student achievement.

- Transformative literacy – reading, writing, and speaking on or above grade level – is the foundation for all academic success.
- Values-based character education supports students’ personal growth, academic achievement, and life success.
- More time on task, prioritized on the core subjects and individualized daily interventions, accelerates student achievement.
- Successful schools invest families in the mission and provide clear strategies to support the success of their children.
- Successful schools close the achievement and opportunity gaps by strategically exposing students to their community and world.

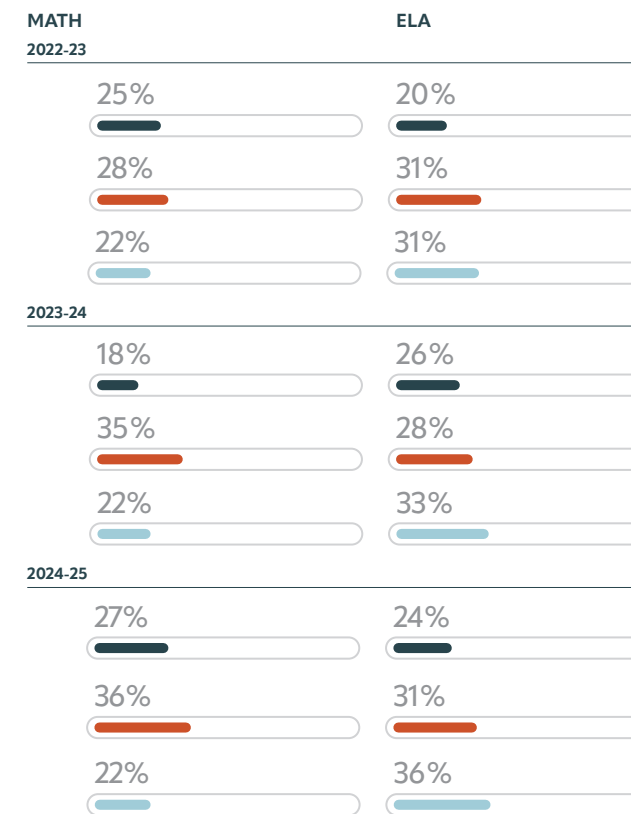
Number of Students by Grade in 2025

Grade	Number of Students
K	66
1st	71
2nd	74
3rd	76
4th	75
5th	73
6th	75
7th	69
8th	73

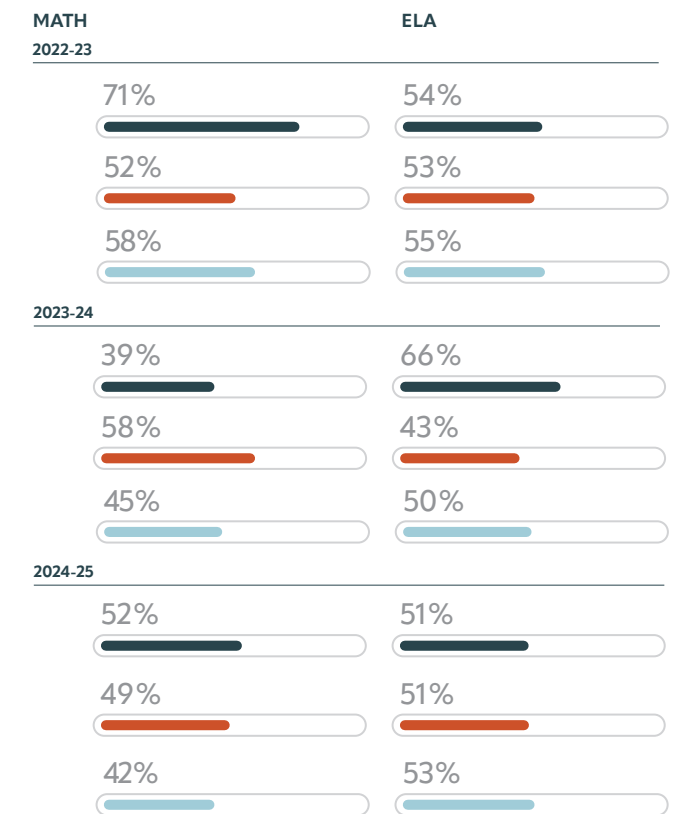
652

Total Students

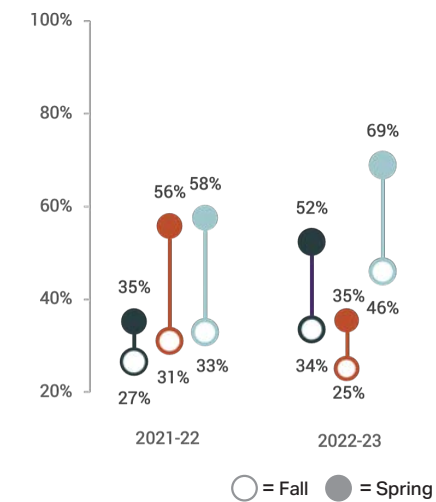
PROFICIENCY



GROWTH

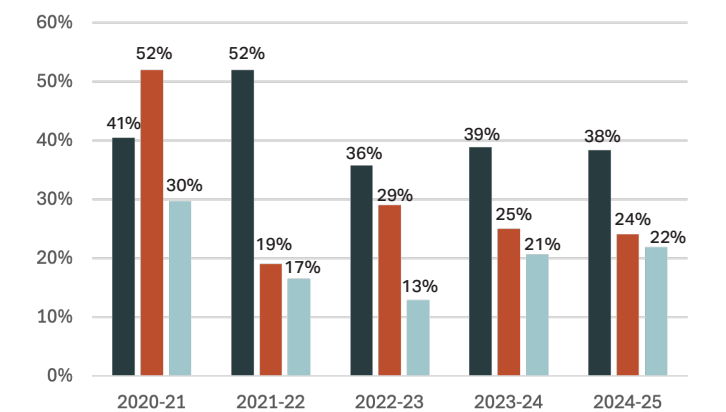


KINDERGARTEN READINESS*



* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

CHRONIC ABSENTEEISM



- CLARKSDALE MUNICIPAL
- COAHOMA COUNTY
- CLARKSDALE COLLEGIATE



INSTANT IMPACT GLOBAL PREP | EST. 2023-24

Located in Natchez and serving grades K-3, Instant Impact opened in 2023 and is a unique school where students learn much more than reading, writing and math: They also learn social and leadership skills. The teachers and staff of Instant Impact are committed to providing their students a safe, energized, fun, and rigorous learning experience to foster future leaders. As a STEM school, there is an emphasis on science, technology, and creativity, which helps students discover their passion, props them up for success and prepares them for the 21st century ever-changing world they will live in.

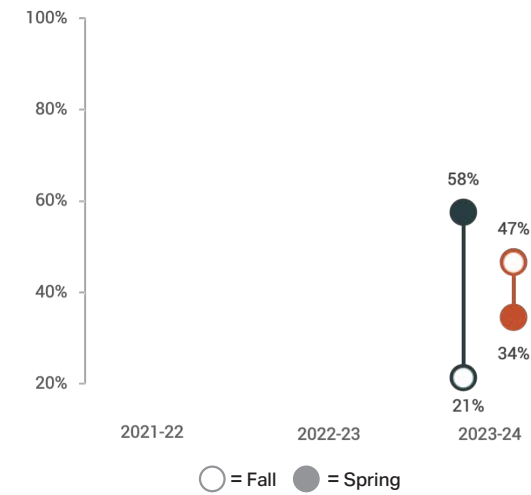
Number of Students by Grade in 2025

K	1st	2nd	3rd
42	44	48	27

161

Total Students

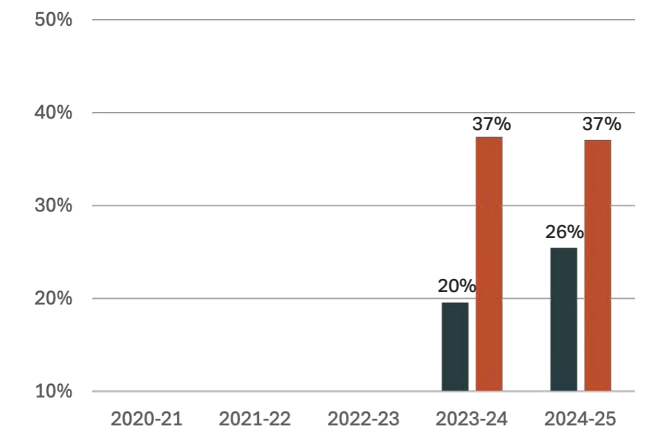
KINDERGARTEN READINESS*



Note: Proficiency and Growth did not serve tested grades.

* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

CHRONIC ABSENTEEISM



■ NACHEZ-ADAMS
■ INSTANT IMPACT



LEFLORE LEGACY ACADEMY | EST. 2019-20

Leflore Legacy, located in Greenwood and opened in 2020, equips and empowers middle-school scholars in grades 6-8 with a personalized, rigorous, and relevant college preparatory curriculum that enables success in high school, college, and life. Their vision is to create a culture of career-ready, college-going, and college-graduating scholars who will become productive and prepared citizens enjoying academic, social, and financial success.

Leflore Legacy's values include excellence, empowerment, and enjoyment. They believe that all students can achieve academic excellence, leaving a legacy for the success of their families and communities, and that students thrive in an educational experience that

includes personalized supports. To measure student growth in developing the skills, habits and mindsets necessary for success, they focus on the development and application of a growth mindset, perseverance and self-efficacy.

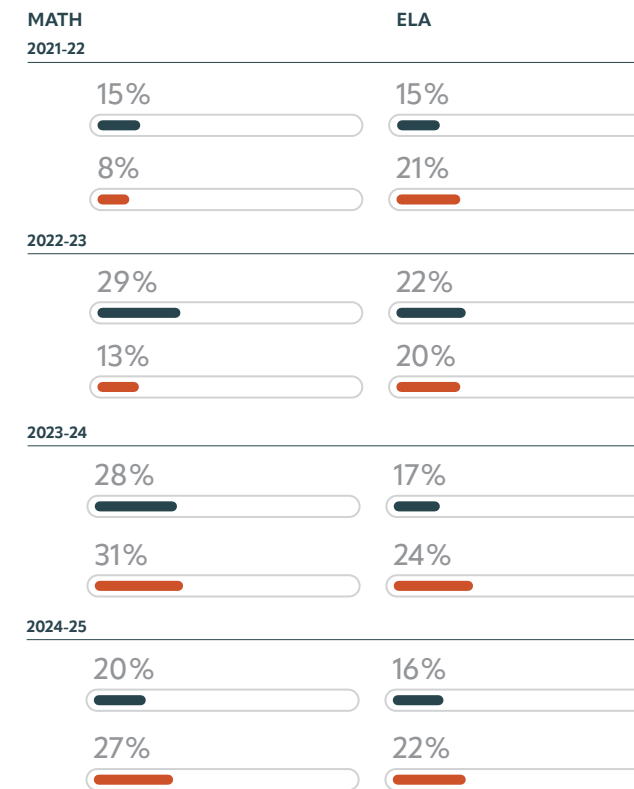
Number of Students by Grade in 2025

6th	7th	8th
46	75	82

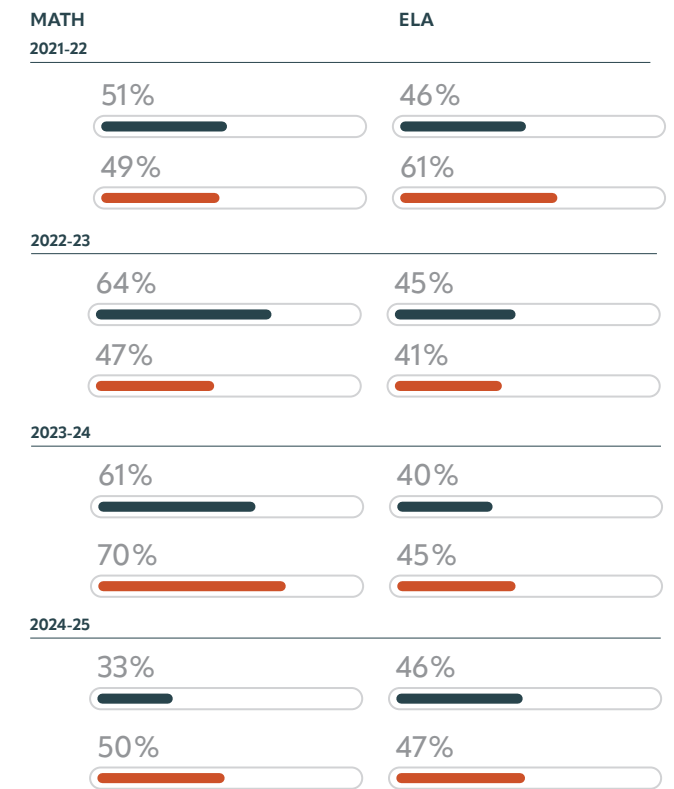
203

Total Students

PROFICIENCY

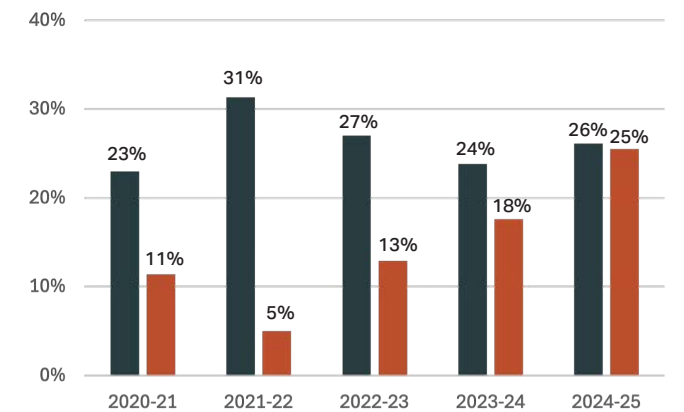


GROWTH



Note: Kindergarten Readiness did not serve tested grades.

CHRONIC ABSENTEEISM



■ GREENWOOD-LEFLORE
■ LEFLORE LEGACY



MIDTOWN PUBLIC | EST. 2015-16

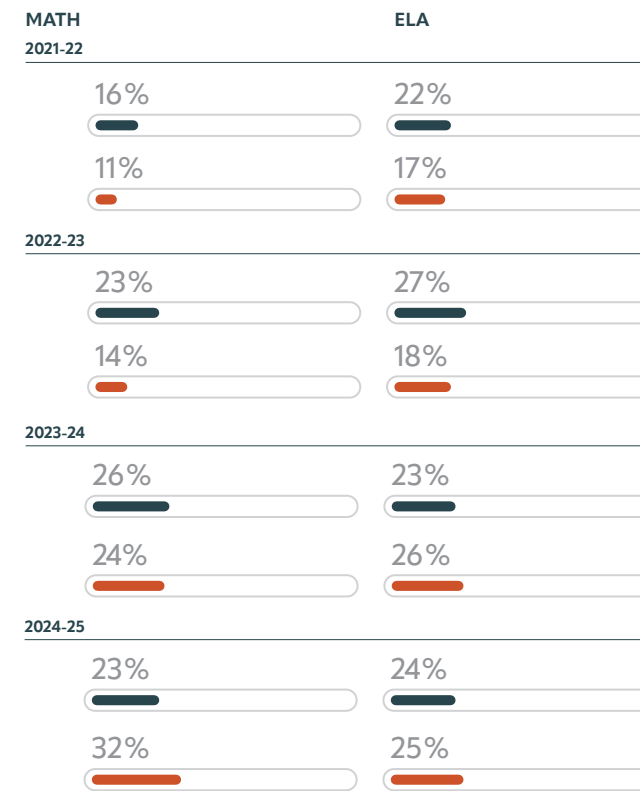
Founded in 2015, Midtown Public grew out of Midtown residents' dreams of first-class education opportunities for the children in the Midtown neighborhood in Jackson. They are built on the premise that excellent teaching, grounded in the development of character, self-efficacy, and critical thinking skills, can fundamentally transform the lives of students, their families, and the entire community. There are two Midtown Public school campuses: the Primary School Campus serving grades PK-1, and the Middle School Campus serving grades 4-8.

Number of Students by Grade in 2025

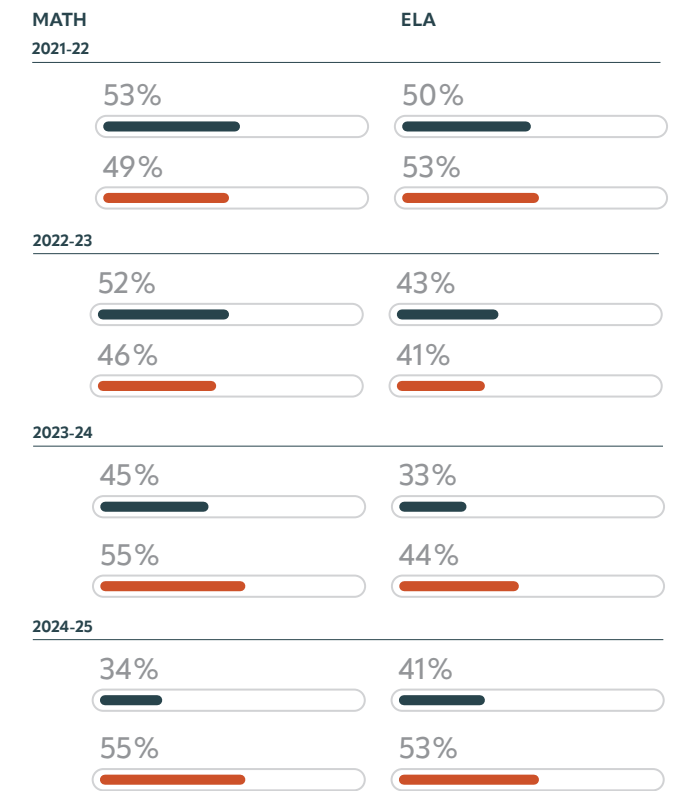
PK	K	1st	4th	5th	6th	7th	8th
33	27	44	33	64	55	84	80

420
Total Students

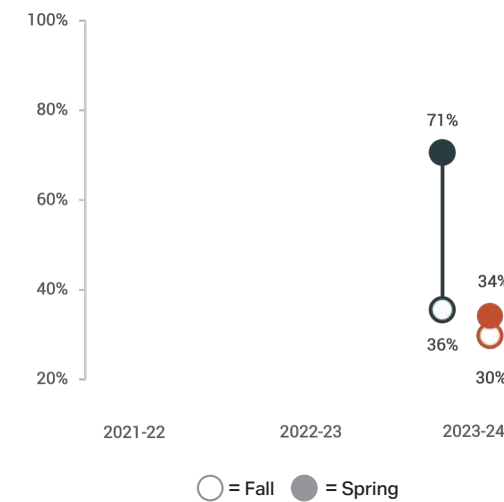
PROFICIENCY



GROWTH

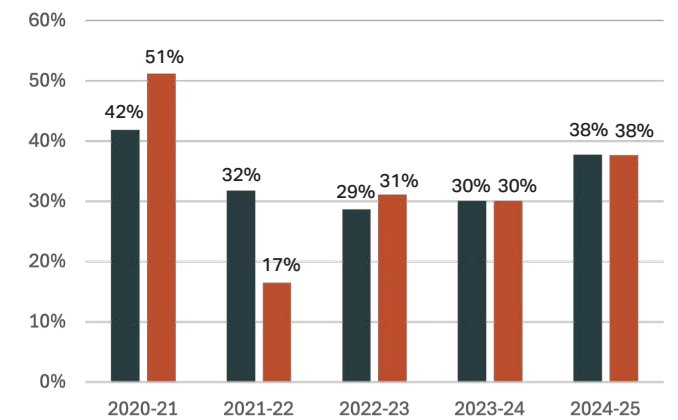


KINDERGARTEN READINESS*



* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

CHRONIC ABSENTEEISM



■ JPS
■ MIDTOWN PUBLIC



REIMAGINE PREP | EST. 2015-16

Founded in 2015, Reimagine Prep was the first public charter school to be approved and open in the state. Serving grades 5-8 in Jackson, Reimagine Prep is part of the RePublic Schools network. At all RePublic schools, the mission is to ensure that their scholars are on the path to college from the moment they step foot into the building. They hold their scholars to high behavioral and academic expectations to help them be successful today and to prepare them for college and beyond. Additionally, they believe parents are partners in this work and as such, prioritize family engagement in order to build a safe and joyful environment in their school. All scholars, including elementary school scholars, receive computer science education, leading to AP Computer Science Principles in high school. This gives their scholars a competitive edge as they enter college and beyond. Other RePublic schools include Revive, Smilow Collegiate, and Smilow Prep.

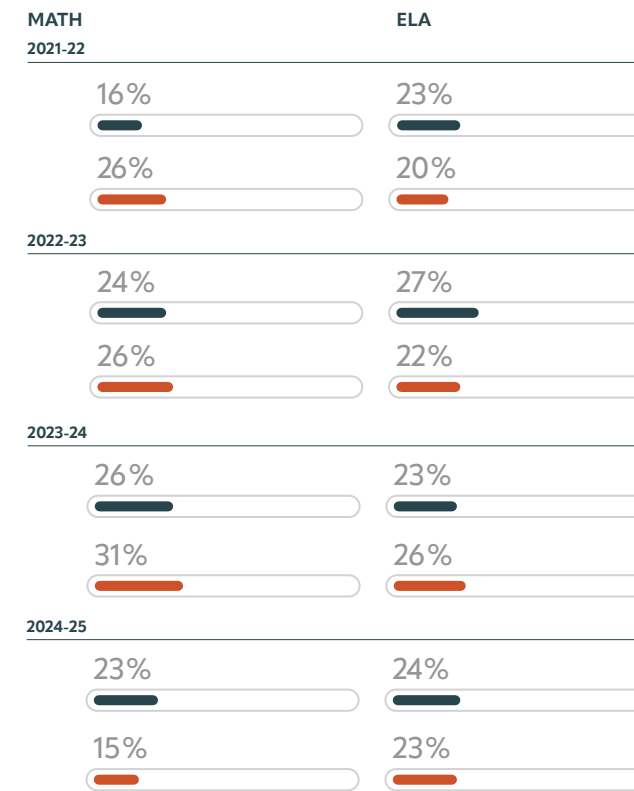
Number of Students by Grade in 2025

5th	6th	7th	8th
50	107	154	146

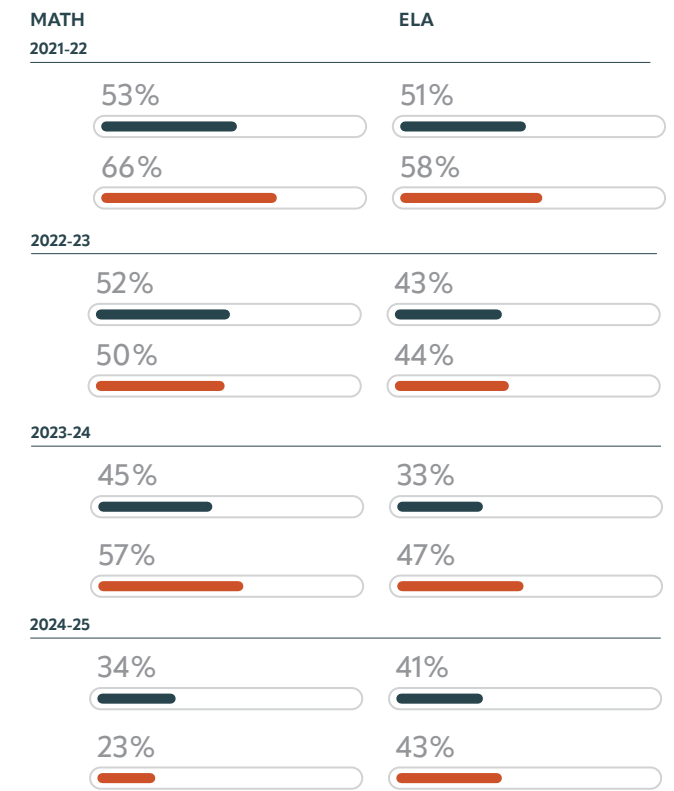
457

Total Students

PROFICIENCY

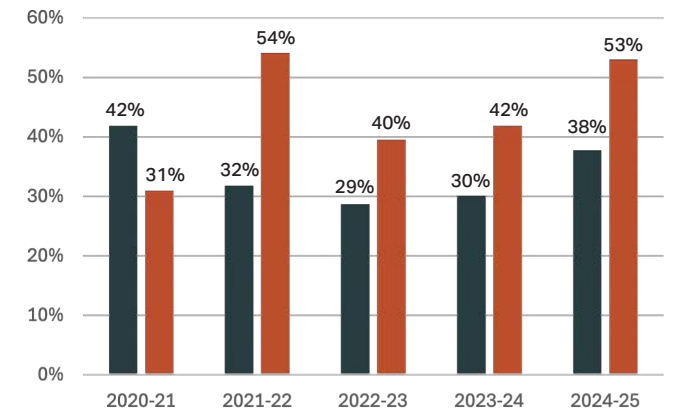


GROWTH



Note: Kindergarten Readiness did not serve tested grades.

CHRONIC ABSENTEEISM



■ JPS
■ REIMAGINE PREP



REVIVE | EST. 2022-23

Founded in 2022 and serving grades K-1, Revive is the fourth school to open as part of the RePublic Schools network in Jackson. At all RePublic schools, the mission is to ensure that their scholars are on the path to college from the moment they step foot into the building. They hold their scholars to high behavioral and academic expectations to help them be successful today and to prepare them for college and beyond. Additionally, they believe parents are partners in this work and as such, prioritize family engagement in order to build a safe and joyful environment in their school. All scholars, including elementary school scholars, receive computer science education, leading to AP Computer Science Principles in high school. This gives their scholars a competitive edge as they enter college and beyond. Other RePublic schools include Reimagine Prep, Smilow Collegiate, and Smilow Prep.

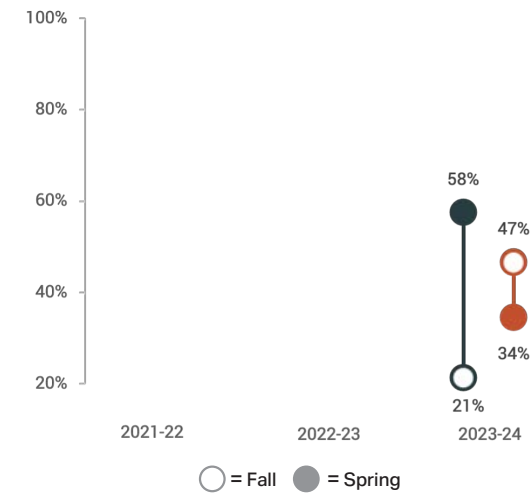
Number of Students by Grade in 2025

K	1st	2nd	3rd
79	99	116	73

367

Total Students

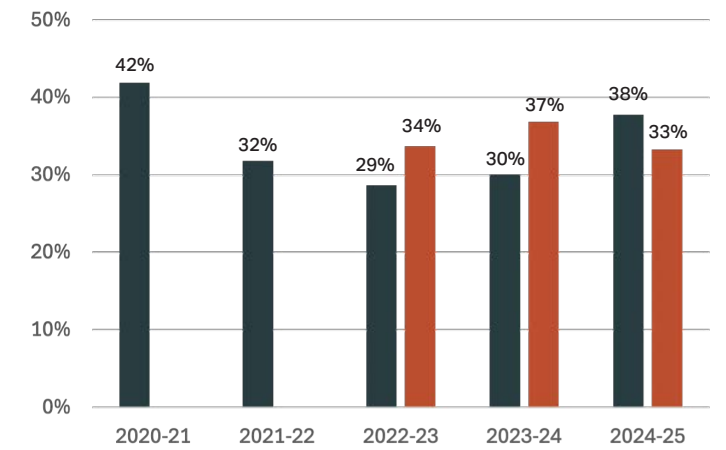
KINDERGARTEN READINESS*



Note: Proficiency and Growth did not serve tested grades.

* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

CHRONIC ABSENTEEISM



■ JPS

■ REVIVE



JOEL E. SMILOW COLLEGIATE | EST. 2018-19

Founded in 2018 and operating as the first elementary school within the RePublic Schools network, Smilow Collegiate is located in Jackson and serves grades K-4. At all RePublic schools, the mission is to ensure that their scholars are on the path to college from the moment they step foot into the building. They hold their scholars to high behavioral and academic expectations to help them be successful today and to prepare them for college and beyond. Additionally, they believe parents are partners in this work and as such, prioritize family engagement in order to build a safe and joyful environment in their school. All scholars, including elementary school scholars, receive computer science education, leading to AP Computer Science Principles in high school. This gives their scholars a competitive edge as they enter college and beyond. Other RePublic schools include Reimagine Prep, Revive, and Smilow Prep.

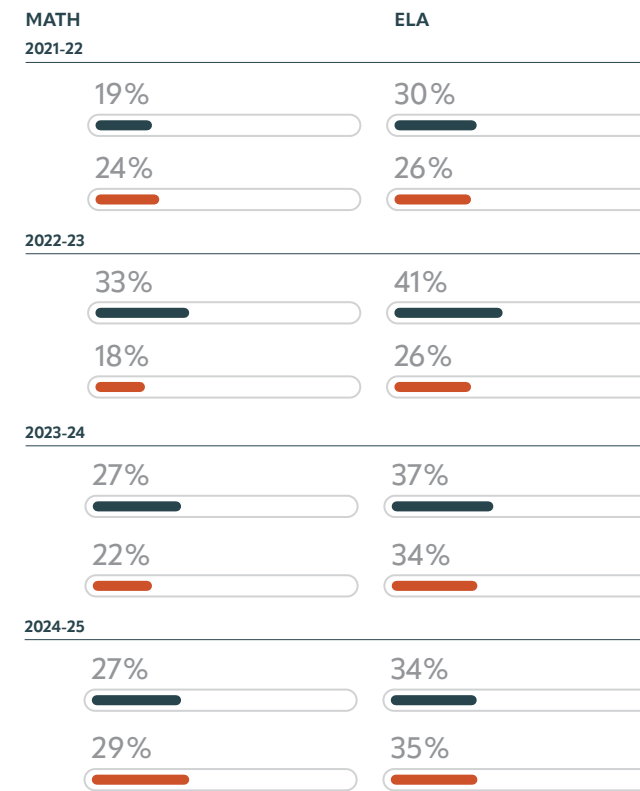
Number of Students by Grade in 2025

K 99 1st 111 2nd 114 3rd 115 4th 108

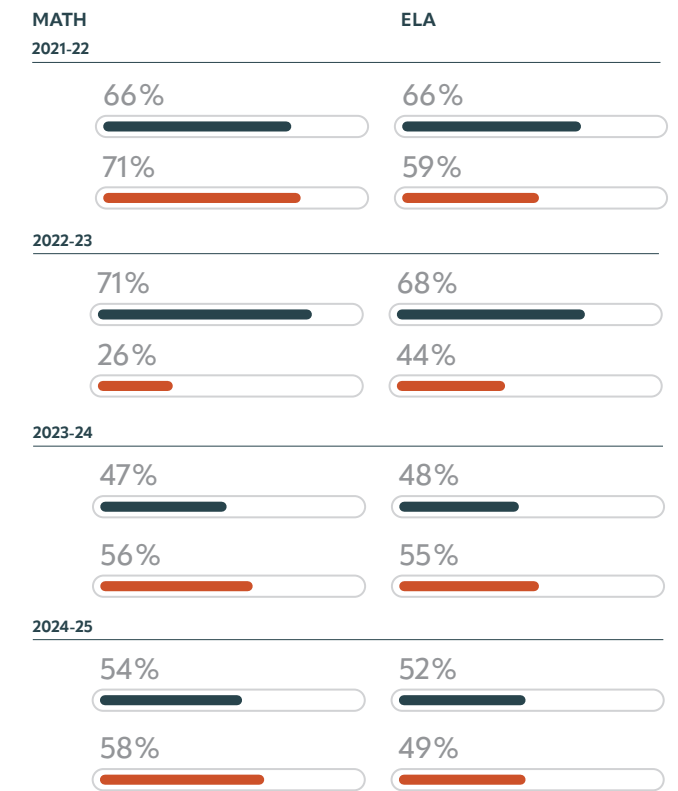
547

Total Students

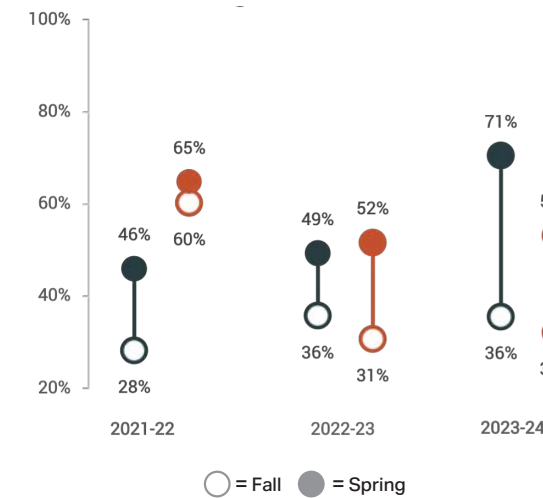
PROFICIENCY



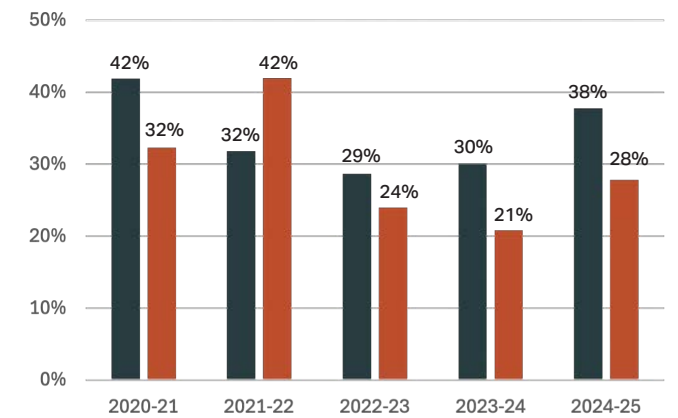
GROWTH



KINDERGARTEN READINESS*



CHRONIC ABSENTEEISM



* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

■ JPS
■ SMILOW COLLEGIATE



JOEL E. SMILOW PREP | EST. 2016-17

Founded in 2016, Smilow Prep was the second school founded by RePublic Schools in Jackson, serving grades 5-8. At all RePublic schools, the mission is to ensure that their scholars are on the path to college from the moment they step foot into the building. They hold their scholars to high behavioral and academic expectations to help them be successful today and to prepare them for college and beyond. Additionally, they believe parents are partners in this work and as such, prioritize family engagement in order to build a safe and joyful environment in their school. All scholars, including elementary school scholars, receive computer science education, leading to AP Computer Science Principles in high school. This gives their scholars a competitive edge as they enter college and beyond. Other RePublic schools include Reimagine Prep, Revive, and Smilow Collegiate.

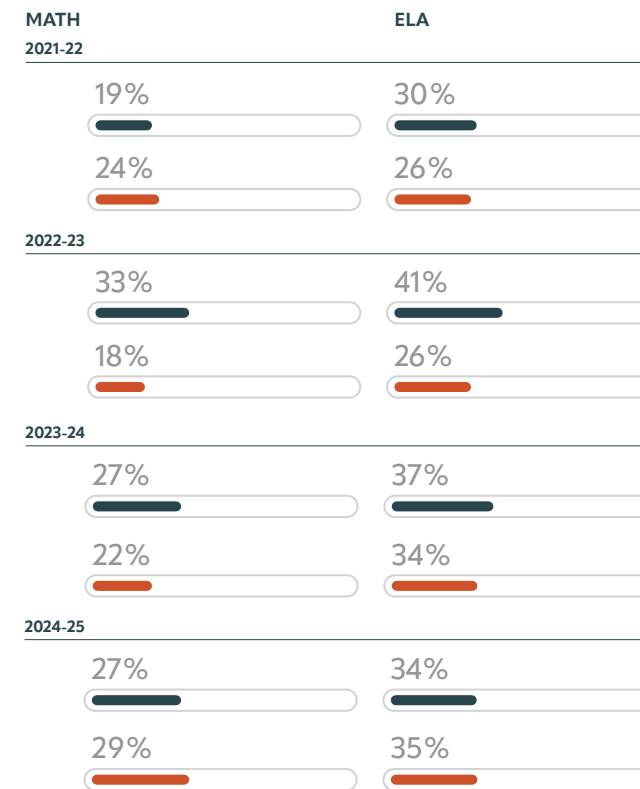
Number of Students by Grade in 2025

5th	6th	7th	8th
107	125	150	139

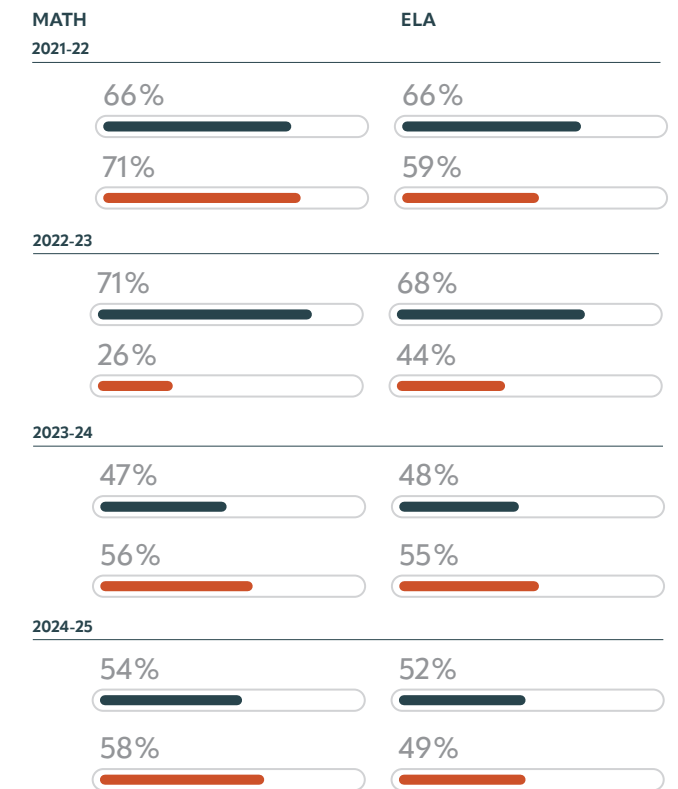
521

Total Students

PROFICIENCY

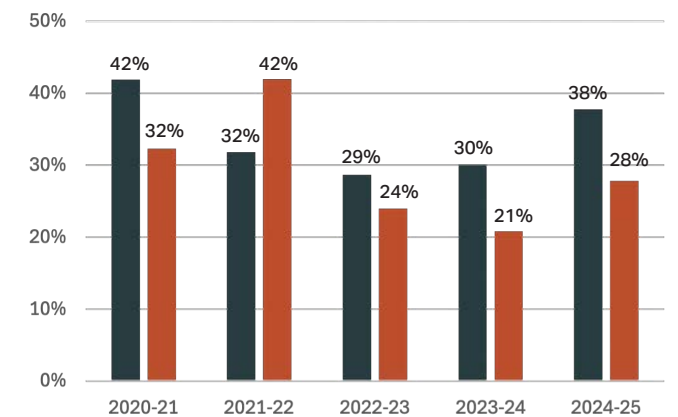


GROWTH



Note: Kindergarten Readiness did not serve tested grades.

CHRONIC ABSENTEEISM



■ JPS
■ SMILOW PREP



SR1, COLLEGE PREPARATORY AND STEM ACADEMY | EST. 2023-24

The SR1, College Preparatory and STEM Academy (SR1 CPSA) is located in Canton and opened in 2023. Building upon the renowned SR1 organization, SR1 CPSA's academic camps aspire to gain recognition for their high-performance and innovative educational approach. The school caters to students in kindergarten and first grade, offering a dynamic campus that seamlessly blends both indoor and outdoor learning environments.

At SR1 CPSA, dedicated teachers are driven by a passion for fostering deep learning and nurturing the academic and social skills of young learners. The school goes beyond mere memorization, actively encouraging students to engage in meaningful exploration and understanding. This approach aims to instill a strong desire for learning and empower students to pursue educational success.

The students at SR1 CPSA eagerly embrace the academic challenges presented to them, benefiting from the school's unwavering commitment to delivering high-quality instruction. By placing a strong emphasis on excellence, SR1 CPSA cultivates a supportive community where students are inspired to unlock their full potential.

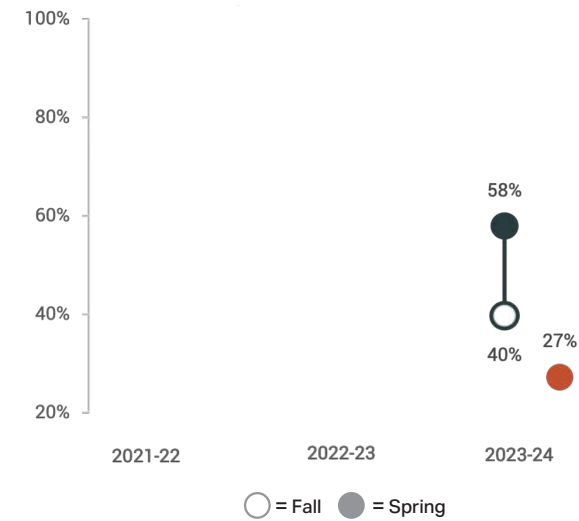
Number of Students by Grade in 2025

K	1st	2nd
41	23	23

87

Total Students

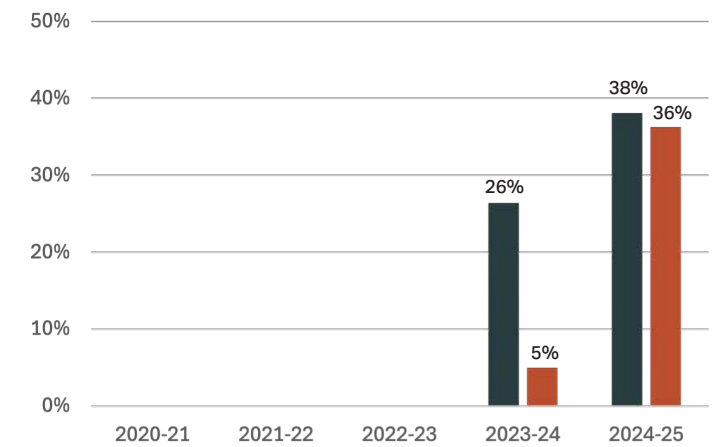
KINDERGARTEN READINESS*



Note: Proficiency and Growth did not serve tested grades.

* The Mississippi Department of Education did not report Kindergarten Readiness data in the 2024-25 school year because of a change in vendor and assessment.

CHRONIC ABSENTEEISM



■ CANTON PUBLIC SCHOOLS
■ SR1 CPSA



THANKS AND GRATITUDE

We are deeply grateful to the students who participated in this year's art competition, as well as to the faculty, staff, and parents who encouraged their creativity and participation. The thumbnails are presented in the order in which they appear throughout the report.



Morgan G.
Bloom
Smilow Prep
8th Grade
Page: Inside Front Cover



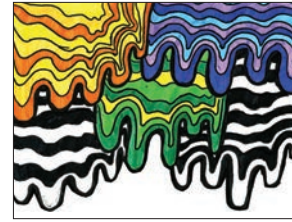
Reign G.
Field of Poppies - Hope for the Future
Instant Impact
Kindergarten
Page: Table of Contents



Aliyah L.
Flowers After the Rain
SR1 CPUSA
1st Grade
Page 4



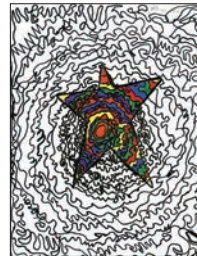
Charmen T.
Roots of Hope
Ambition Prep
5th Grade
Page 6



Royal M.
Royal's Drip Drawing
Midtown Public
5th Grade
Page 9



Joel D.
Full Steam Ahead - Blossoming Growth
Instant Impact
4th Grade
Page 12



William B.
Untitled
Midtown Public
6th Grade
Page 14



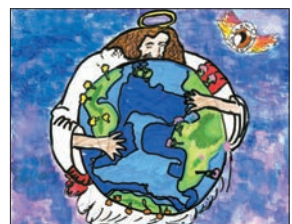
Camille D.
Camille's Drip Drawing
Midtown Public
6th Grade
Page 18



Rozelle B.
Map to Success
Ambition Prep
7th Grade
Page 25



Demoni H.
Sowing the Sea of Success
Smilow Collegiate
2nd Grade
Page 32



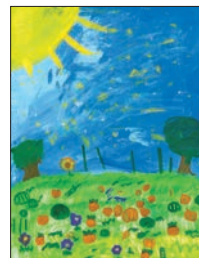
Kenneth M.
With God's Help We Exceed All Expectations!
Leflore Legacy
7th Grade
Page 34



Darren F.
Growing Up in Charter Schools
Instant Impact
3rd Grade
Page 36



Kelvyon R.
Over and Beyond
Leflore Legacy
7th Grade
Page 41



Briar J.
Garden
SR1 CPUSA
2nd Grade
Page 42



Miki L.
If I Had to Reach the Sun
Leflore Legacy
8th Grade
Page 43



**MISSISSIPPI
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