TIME

5:00   I. CONVENE and ACTION
A. Establish Quorum
B. Pledge of Allegiance

5:05   II. AWARDS AND RECOGNITIONS
A. U.S. Community Credit Union

5:05   III. AND THE GOOD NEWS IS...
A.

5:10   IV. GOVERNANCE ISSUES

A. Actions

   1. Consent
      a. Recommended Approval of Change Order #2 for DuPont-Tyler Middle School ADA Upgrades – Edwards Construction, LLC
      b. Recommended Approval of Request #2 for District-wide Roof Repairs (Ironwood Building) – Collier Roofing Company, Inc.
      c. Awarding of Purchases and Contracts
         (1) Advancement Via Individual Determination (AVID)
         (2) Apple, Inc.
         (3) Archetype Film and Post
         (4) Carolina Biological Supply Company
         (5) Charron Sports Services, Inc.
         (6) Comserv Services, LLC
         (7) Details Nashville
         (8) Genesis Learning Centers
         (9) Husch Blackell LLP
         (10) Infinite Campus, Inc.
         (11) Metropolitan Nashville Police Department (MNPD)
         (12) Neely Coble Company
         (13) Plant the Seed
         (14) Purity Dairies, Inc.
         (15) Trane U.S., Inc.
         (16) US Community Credit Union
      d. Consolidated Application for ESEA, IDEA, and CTE Federal Grant Programs

   2. Motion to Appoint an Interim Director of Schools

   3. Annenberg Standards and Policy Recommendations – Governance Committee

   4. 2015 Charter School Recommendations
6:30  V.  REPORTS
   A.  Director’s Report
       1. Diversity Plan
       2. Pre-K Update
   B.  Committee Reports
       1.  Budget, Finance and Capital Needs
   C.  Board Chairman’s Report
       1.  Announcements
       2.  

7:30  VI.  WRITTEN INFORMATION TO THE BOARD (not for discussion)
   A.  MNPS Assessments and Surveys for 2015-2016
   B.  Community Achieves Update
   C.  Sales Tax Collections as of June 20, 2015
   D.  Fiscal Year 2014-2015 Operating Budget Financial Reports
   E.  Upcoming Committee Meetings:
       ●  Director Evaluation Committee on June 25th at 11:30 a.m.

7:30  VII.  ADJOURNMENT
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

a. RECOMMENDED APPROVAL OF CHANGE ORDER #2 FOR DUPONT-TYLER MIDDLE SCHOOL ADA UPGRADES — EDWARDS CONSTRUCTION, LLC

We are requesting approval to make the following changes in this Contract:

1. Add replacement toilet seats to comply with ADA requirements.  
   $859.18
   Total: $859.18

It is recommended that this change order be approved.

Legality approved by Metro Department of Law.

FUNDING: 45015.8040614

DATE: June 23, 2015

b. RECOMMENDED APPROVAL OF REQUEST #2 FOR DISTRICT-WIDE ROOF REPAIRS (IRONWOOD BUILDING) — COLLIER ROOFING COMPANY, INC.

We are requesting approval for District-wide Roof Repairs at the Ironwood Building in the amount of $36,280.

Funding: 45014.80406214

DATE: June 23, 2015
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(1) VENDOR: Advancement Via Individual Determination (AVID)

SERVICE/GOODS: Sixth amendment to the contract, adding annual memberships, training, licensing, and materials for implementation of the AVID college preparatory courses for MNPS students during the 2015-2016 school year.

TERM: July 1, 2012 through June 30, 2017

FOR WHOM:
Selected students at:
Antioch High School
DuPont Hadley Middle School
Glencliff High School
Gra-Mar Middle School
Hillsboro High School
John F. Kennedy Middle School
Maplewood High School
McGavock High School
Overton High School

COMPENSATION:
Annual Membership fee: $3,585 per school
District Leadership fee: $5,352

This amendment increases total compensation under the contract by $36,465.

Total compensation under this contract is not to exceed $204,383.

OVERSIGHT: Leadership and Learning

EVALUATION: Data monitoring requirements

MBPE Contract Number: 2-432686-03A6
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT
c. Awarding of Purchases and Contracts

(2) VENDOR: Apple, Inc.

SERVICE/GOODS: Requisitions #108875 and #109451, each to purchase twenty-five (25) iMac workstations for students in the Graphic Design, Broadcasting, and Audio Technician programs at McGavock High School. These purchases piggyback the State of Tennessee contract with Apple, Inc.

TERM: June 24, 2015 through December 31, 2015

FOR WHOM: MNPS students enrolled in the Graphic Design, Broadcasting, and Audio Technician programs at McGavock High School

COMPENSATION: Total purchase is not to exceed $90,900

OVERSIGHT: Leadership and Learning - Career and Technical Education

EVALUATION: Quality of product and service support; timeliness of delivery

MBPE Contract Number: State of Tennessee contract #34905
Source of Funds: Federal Funds – Carl Perkins Grant

VENDOR: Apple, Inc.

SERVICE/GOODS: Requisition #109452 to purchase twenty-five (25) iMac workstations and one MacBook Pro for students in the Graphic Design, Broadcasting, and Audio Technician programs at Pearl-Cohn High School. This purchase piggybacks the State of Tennessee contract with Apple, Inc.

TERM: June 24, 2015 through December 31, 2015

FOR WHOM: MNPS students enrolled in the Graphic Design, Broadcasting, and Audio Technician programs at Pearl-Cohn High School

COMPENSATION: Total purchase is not to exceed $46,632

OVERSIGHT: Leadership and Learning - Career and Technical Education

EVALUATION: Quality of product and service support; timeliness of delivery

MBPE Contract Number: State of Tennessee contract #34905
Source of Funds: Federal Funds – Carl Perkins Grant
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(3) VENDOR: Archetype Film and Post

SERVICE/GOODS: Video production and/or photography for use in marketing outreach and communications by all MNPS schools. This contract is awarded from MNPS Request for Proposals #15-16.

TERM: July 1, 2015 through June 30, 2020

FOR WHOM: All MNPS schools

COMPENSATION: Total compensation under this contract is not to exceed $150,000.

OVERSIGHT: Leadership and Learning - Academies

EVALUATION: Quality of products and services purchased; timeliness of delivery

MBPE Contract Number: 2-926819-01
Source of Funds: Various

c. Awarding of Purchases and Contracts

(4) VENDOR: Carolina Biological Supply Company

SERVICE/GOODS: Two requisitions to purchase biological supplies used in the Hands-On Science programs in MNPS schools. These purchases piggyback the National Joint Powers Alliance (NJPA) contract with Carolina Biological Supply Company.

TERM: June 24, 2015 through August 31, 2015

FOR WHOM: MNPS students in Hands-On Science classes

COMPENSATION: Total purchase is not to exceed $180,000.

OVERSIGHT: Leadership and Learning - Hands-On Science

EVALUATION: Quality of products and timeliness of delivery

MBPE Contract Number: NJPA contract #101713-CBS
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(5) VENDOR: Charron Sports Services, Inc.

SERVICE/GOODS: Requisition #108841 to purchase and install bleachers at DuPont Hadley Middle School. This purchase piggybacks the Knox County contract with Charron Sports Services, Inc.

TERM: June 24, 2015 through August 31, 2015

FOR WHOM: Attendees at DuPont Hadley Middle School sporting events

COMPENSATION: Total purchase is not to exceed $52,586.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and reliability of the product; timeliness and quality of the installation services.

MBPE Contract Number: Knox County contract #IFB 1436
Source of Funds: Capital Funds – Middle School Athletic Fields

VENDOR: Charron Sports Services, Inc.

SERVICE/GOODS: Requisition #108842 to purchase and install bleachers at Joelton Middle School. This purchase piggybacks the Knox County contract with Charron Sports Services, Inc.

TERM: June 24, 2015 through August 31, 2015

FOR WHOM: Attendees at Joelton Middle School sporting events

COMPENSATION: Total purchase is not to exceed $36,711.80.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Quality and reliability of the product; timeliness and quality of the installation services.

MBPE Contract Number: Knox County contract #IFB 1436
Source of Funds: Capital Funds – Middle School Athletic Fields
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(6) VENDOR: Comserv Services, LLC

SERVICE/GOODS: Requisition #108842 to purchase Kenwood security radios and batteries deployed to MNPS schools. This purchase piggybacks the State of Tennessee contract with Comserv Services, LLC.

TERM: June 24, 2015 through December 31, 2015

FOR WHOM: All MNPS schools

COMPENSATION: Total purchase is not to exceed $36,711.80.

OVERSIGHT: Support Services - Security

EVALUATION: Quality and reliability of the product; timeliness of delivery.

MBPE Contract Number: State of Tennessee contract #45087
Source of Funds: Operating Budget

c. Awarding of Purchases and Contracts

(7) VENDOR: Details Nashville

SERVICE/GOODS: Video production and/or photography for use in marketing outreach and communications by all MNPS schools. This contract is awarded from MNPS Request for Proposals #15-16.

TERM: July 1, 2015 through June 30, 2020

FOR WHOM: All MNPS schools

COMPENSATION: Total compensation under this contract is not to exceed $150,000.

OVERSIGHT: Leadership and Learning - Academies

EVALUATION: Quality of products and services purchased, and timeliness of delivery.

MBPE Contract Number: 2-167439-00
Source of Funds: Various
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(8) VENDOR: Genesis Learning Centers

SERVICE/GOODS: Special Education and related services (i.e. physical therapy, occupational therapy, speech and language services, nursing, etc.), in the Contractor’s facility, for students placed with Contractor by MNPS. Services shall be provided in accordance with the Individualized Education Program (IEP) of each student. The number of assigned students will be approximately 60-70. This contract is awarded from MNPS Request for Proposals (RFP) #15-15.

TERM: August 1, 2015 through July 31, 2020

FOR WHOM: Leadership and Learning – Exceptional Education

COMPENSATION: Total compensation under this contract is not to exceed $10,000,000.

OVERSIGHT: Leadership and Learning – Exceptional Education

EVALUATION: Compliance with the service specifications contained in the RFP, and the academic progress attained by students assigned to Contractor.

MBPE Contract Number: 2-173771-04
Source of Funds: Operating Budget

c. Awarding of Purchases and Contracts

(9) VENDOR: Husch Blackell LLP

SERVICE/GOODS: Contractor provides legal consulting services on the following topics:

- Student assignment policies, procedures, and practices;
- The MNPS Diversity Management Plan;
- A related investigation by the U.S. Department of Education Office for Civil Rights.

TERM: June 24, 2015 through June 23, 2016

FOR WHOM: Director of Schools; Student Assignment Services

COMPENSATION: Total compensation under this contract is not to exceed $50,000.

OVERSIGHT: Director of Schools

EVALUATION: Quality and timeliness of consulting services provided.

MBPE Contract Number: Pending
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(10) VENDOR: Infinite Campus, Inc.

SERVICE/GOODS: Installation, implementation, and annual license for Contractor’s Student Management System (SMS). Full implementation is scheduled to be completed before the beginning of the 2016-2017 school year. This contract is awarded from MNPS Request for Proposals #15-6.

TERM: June 24, 2015 through June 23, 2020

FOR WHOM: All MNPS students and staff

COMPENSATION:
Year 1: $975,525 (implementation cost and conversion fees)
Years 2-5: $800,074 per year (license/subscription fees)

Total compensation under this contract is not to exceed $4,175,821.

OVERSIGHT: Technology and Information Services

EVALUATION: Based on deliverables and project schedule in Contractor’s proposal, quality of system functional features, and technical services provided.

MBPE Contract Number: Pending
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(11) VENDOR: Metropolitan Nashville Police Department (MNPD)

SERVICE/GOODS: Memorandum of Understanding, providing MNPS with extra-duty police services.

TERM: July 1, 2015 through June 30, 2016

FOR WHOM: Support Services - Security

COMPENSATION: Rates for extra-duty police services will be the same as under the current contract:

- Police officers: $70/hr. flat rate, $85/hr. holiday rate
- Sergeant: $81/hr. flat rate, $98/hr. holiday rate
- Lieutenant: $88/hr. flat rate, $108/hr. holiday rate
- Captain: $98/hr. flat rate, $128/hr. holiday rate
- Vehicle Rates: Marked Car $4.50 per hour
  Motorcycle $3.00 per hour

Total compensation under this contract is not to exceed $100,000.

OVERSIGHT: Support Services - Security

EVALUATION: In the event MNPS is not satisfied with the performance of an officer providing services, the MNPS official responsible for the event or activity will first discuss his/her dissatisfaction with the most senior police officer present. If MNPS is still dissatisfied after the discussion, the MNPS Director of School Security will discuss the matter with MPD and MPD will respond in a timely manner.

MBPE Contract Number: 2-215822-11
Source of Funds: Operating Budget; School Activity Funds
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(12) VENDOR: Neely Coble Company

SERVICE/GOODS: One (1) refrigerated van, one (1) dry-freight truck, and one (1) cargo van. This contract is awarded from MNPS Invitation to Bid # B15-28.

TERM: June 24, 2015 through June 30, 2016

FOR WHOM: Nutrition Services

COMPENSATION: Total compensation under this contract is not to exceed $234,105.

OVERSIGHT: Nutrition Services

EVALUATION: Timeliness of deliveries and quality of vehicles provided.

MBPE Contract Number: Pending
Source of Funds: Nutrition Services Fund

c. Awarding of Purchases and Contracts

(13) VENDOR: Plant the Seed

SERVICE/GOODS: Second Amendment to the contract, extending the term through the 2015-2016 school year, increasing compensation, and expanding the Scope of Work to include development of self-sustaining MNPS resources for the program. Contractor provides programming and professional development in support of the MNPS Early Learning program.

TERM: June 11, 2014 through June 30, 2016

FOR WHOM: MNPS Early Learning teachers and staff

COMPENSATION: This Amendment increases total compensation under the contract by $243,000.

Total compensation under this contract is not to exceed $443,000.

OVERSIGHT: Leadership and Learning – Early Learning

EVALUATION: Timeliness and quality of services provided.

MBPE Contract Number: 2-177008-00A2
Source of Funds: Operating Budget
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(14) VENDOR: Purity Dairies, Inc.

SERVICE/GOODS: Frozen dairy products. This contract is awarded from MNPS Invitation to Bid # B15-29.

TERM: July 1, 2015 through June 30, 2016

FOR WHOM: Nutrition Services

COMPENSATION: Total compensation under this contract is not to exceed $40,000.

OVERSIGHT: Nutrition Services

EVALUATION: Timeliness of deliveries and quality of products provided.

MBPE Contract Number: Pending
Source of Funds: Nutrition Services Fund

c. Awarding of Purchases and Contracts

(15) VENDOR: Trane U.S. Inc.

SERVICE/GOODS: Requisition #109470 for the purchase and installation of a replacement Evaporation Barrel at Hillwood High School. This purchase piggybacks The Cooperative Purchasing Network (TCPN) contract with Trane U.S. Inc.

TERM: June 24, 2015 through December 31, 2015

FOR WHOM: Hillwood High School students and staff

COMPENSATION: Total compensation under this contract is not to exceed $25,842.64.

OVERSIGHT: Facility and Grounds Maintenance

EVALUATION: Timeliness and quality of the materials and services defined in Contractor’s Scope of Work.

MBPE Contract Number: TCPN contract #R5045
Source of Funds: Capital Funds – Maintenance-HVAC Chillers
GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. Awarding of Purchases and Contracts

(16) VENDOR: US Community Credit Union

SERVICE/GOODS: MNPS will provide exclusive naming rights to the Contractor for the “Academy of International Business and Communications” at Hillsboro High School. Contractor will operate a Credit Union branch at Hillsboro High School. The branch will be utilized as a learning laboratory and training facility where students can have realistic, practical experience in the Financial Services industry.

TERM: June 24, 2015 through June 23, 2020

FOR WHOM: Selected students enrolled at Hillsboro High School.

COMPENSATION: Contractor will provide in-kind donations totaling $100,000 in the first year and $50,000 each year after. In-kind donations may be defined as:

- Cash donations
- Capital outlay
- Volunteer hours
- Meeting attendance
- Product donations
- Speakers
- Facilitators
- Field trips
- Supplies
- Other miscellaneous requests

OVERSIGHT: Leadership and Learning

EVALUATION: Mutually conducted annual performance audits of the operations.

MBPE Contract Number: 2-228930-01
Source of Funds: Revenue
MEMORANDUM

TO: School Board Members
FROM: Julie P. McCargar, Executive Director
       Federal Programs and Grants
DATE: June 17, 2015
RE: Approval of Federal Funding Applications under ESEA, IDEA, and CTE

The Tennessee Department of Education requires local boards of education to approve applications under the following grant programs:

- Elementary and Secondary Education Act (ESEA) – Title I, IIA, Title III, and Title X
- Individual with Disabilities Education Act (IDEA)
- Carl D. Perkins Career and Technical Education (CTE)

Attached please find summaries of the FY 2016 program and budget for each grant and the required assurances.

Title I, Part A – Improving the Academic Achievement of the Disadvantaged
Title I, Part A, provides supplementary instruction to students who are educationally disadvantaged and failing or most at risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The Teacher and Principal Training and Recruiting Fund provides assistance for preparing, training, recruiting and retaining high quality teachers and leaders.

Title III, Part A – Language Instruction for Limited English Proficient & Immigrant Students
The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Carl D. Perkins Career and Technical Education (CTE Perkins Basic)
Career & Technical Education consists of nationally recognized career clusters with the ultimate goal of preparing students for success at the postsecondary level and in their chosen careers.

Individuals with Disabilities Education Act (IDEA)
IDEA is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education regardless of ability and to provide additional special education services and procedural safeguards.

Title X, Part C – McKinney-Vento Homeless Education Assistance
McKinney-Vento provides federal funding for the purpose of supporting district programs that serve homeless students. It ensures immediate enrollment and educational stability for homeless children and youth.
<table>
<thead>
<tr>
<th>TITLE I</th>
<th>FY16</th>
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<td><strong>REVENUE</strong></td>
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## 15 - 16 IDEA SUMMARY

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<th>% of budget</th>
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*note: both of these line items will increase to approx. $1,200,000 once IDEA FY15 carryover funds are calculated*
Title X McKinney-Vento FY16 Spending Plan

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* The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title I-A, including those outlined below.

1. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994. [ESEA §1112(b)(1)(F)]

2. Inform eligible schools and parents of school-wide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources. [ESEA §1112(c)(1)(A)]

3. Provide technical assistance and support to school-wide programs. [ESEA §1112(c)(1)(B)]

4. Work in consultation with schools as the schools develop the schools’ plan pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make progress toward ambitious but achievable annual measurable objectives (AMOs). [ESEA §1112(c)(1)(C)]

5. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services. [ESEA §1112(c)(1)(E)]

6. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part. [ESEA §1112(c)(1)(F)]

7. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low-income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act. [ESEA §1112(c)(1)(G)]

8. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 to ensure requirements in the statute are being carried out. [ESEA §1112(c)(1)(H)]

9. Comply with the requirements of section 1119 regarding the qualifications of teachers and paraprofessionals and professional development for such individuals. [ESEA §1112(c)(1)(I)]

10. Inform eligible schools of the LEA’s authority to obtain waivers on the school’s behalf under Title IX and, if the State is an Ed-Flex Partnership State, to obtain waivers under the Education Flexibility Partnership Act of 1999. [ESEA §1112(c)(1)(J)]

11. Coordinate and collaborate, to the extent feasible and necessary as determined by the LEA, with the SEA and other agencies providing services to children, youth, and families with respect to an LEA in need of improvement or subgroup improvement, or focus schools or priority schools. [ESEA §1112(c)(1)(K)]
12. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low-income students and minority students are not taught at higher rates than other students by unqualified, out-of-field, or inexperienced teachers. [ESEA §1112(c)(1)(L)]

13. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each Title I school to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii). [ESEA §1112(c)(1)(M)]

14. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicable possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand. [ESEA §1112(c)(1)(N)]

15. Assist each Title I school in developing or identifying examples of high quality, effective curricula consistent with section 1111(b)(8)(D). [ESEA §1112(c)(1)(O)]

16. Ensure that all requirements in section 1111(h)(6) regarding Parents Right-to-Know are being carried in a manner consistent with the statute.

17. Include in the LEA Consolidated Plan, in order to help low-achieving children meet challenging academic achievement standards, a description of the following, as applicable: [ESEA §1112(b)(1)]
   
   a. "a description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State plan under section 1111(b)(3), that the LEA and Title I schools will use ——:
      
      i. "to determine the success of children served under this part in meeting the State student academic achievement standards, and to provide information to teachers, parents, and students on the progress being made toward meeting the State student academic achievement standards described in section 1111(b)(1)(D)(ii),""
      
      ii. "to assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving children served under this part to meet State student achievement academic standards and do well in the local curriculum,"
      
      iii. "to determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and"
      
      iv. "to identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments, as defined under section 1208;"
      
   b. a description of any other indicators that will be used in addition to the academic indicators described in section 1111 for the uses described in such section;
   
   c. a description of how the LEA will provide additional educational assistance to individual students assessed as needing help in meeting the State's challenging student academic achievement standards;
   
   d. "a description of the strategy the local educational agency will use to coordinate programs under this part with programs under title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents and other staff, including local educational agency level staff in accordance with sections 1118 and 1119;"
e. a description of how the local educational agency will coordinate and integrate Title I, Part A services with other educational services at the LEA or individual school level, such as - Even Start, Head Start, Reading First, Early Reading First, and other preschool programs, including plans for the transition of participants in such programs to local elementary school programs; and services for children with limited English proficiency, children with disabilities, migratory children, neglected or delinquent youth, Indian children served under part A of title VII, homeless children, and immigrant children in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program; and the Individuals with Disabilities Education Act, the Carl D. Perkins Vocational and Technical Education Act of 1998, the McKinney-Vento Homeless Assistance Act and other acts as appropriate.

f. an assurance that the LEA will participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994;

g. a description of the poverty criteria that will be used to select school attendance areas under section 1113;

h. a description of how teachers, in consultation with parents, administrators, and pupil services personnel, in targeted assistance schools under section 1115, will identify the eligible children most in need of services under Title I, Part A;

i. a general description of the nature of the programs to be conducted by such agency's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs;

j. a description of how the LEA will ensure that migratory children and formerly migratory children who are eligible to receive services under this part are selected to receive such services on the same basis as other children who are selected to receive services under this part;

k. If appropriate, a description of how the LEA will use funds under this part to support preschool programs for children, particularly children participating in Early Reading First, or in a Head Start or Even Start program, which services may be provided directly by the local educational agency or through a subcontract with the local Head Start agency designated by the Secretary of Health and Human Services under section 641 of the Head Start Act, or an agency operating an Even Start program, an Early Reading First program, or another comparable public early childhood development program;

l. a description of the actions the LEA will take to assist its low-achieving (including priority or focus schools);

m. waived in TN with ESEA flex waiver

n. a description of how the LEA will meet the requirements of section 1119;

o. a description of the services the LEA will provide homeless children, including services provided with funds reserved under section 1113(c)(3)(A);

p. a description of the strategy the LEA will use to implement effective parental involvement under section 1118; and

q. where appropriate, a description of how the LEA will use funds under this part to support after school (including before school and summer school) and school-year extension programs.

18. Document comparability of services - an LEA may receive funds under this part only if State and local funds will be used in Title I schools served to provide services that, taken as a whole, are at least comparable to services in schools that are not receiving funds under this part. [ESEA §1120A(c)]
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<td><strong>19.</strong></td>
<td>If assigning public school personnel paid by Title I funds to limited duties, the amount of time spent on such duties will not exceed the same proportion of total work time as prevails with respect to similar personnel at the same school site. The limited duties may include duties beyond classroom instruction or duties that do not benefit participating children. However, the duties must also be assigned to similar personnel, at the same school site, who are not paid with such funds.</td>
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<tr>
<td><strong>20.</strong></td>
<td>Ensure that Title I programs and projects are of sufficient size, scope and quality to give reasonable promise of substantial progress toward meeting the special educational needs of children being served.</td>
</tr>
<tr>
<td><strong>21.</strong></td>
<td>The State may retain Section 1003(a) school Improvement funds for direct technical assistance to eligible schools and districts for its statewide system of support as allowed in Section 1003(b)(2).</td>
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</table>
The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for Title II-A, including those outlined below.

<table>
<thead>
<tr>
<th>LOCAL APPLICATIONS AND NEEDS ASSESSMENT. [ESEA §2122]</th>
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<tbody>
<tr>
<td>(a) IN GENERAL.—To be eligible to receive a subgrant under this subpart, a LEA shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require.</td>
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<tr>
<td>(b) CONTENTS.—Each application submitted under this section shall be based on the needs assessment required in subsection (c) and shall include the following:</td>
</tr>
<tr>
<td>(1.A) A description of the activities to be carried out by the LEA under this subpart and how these activities will be aligned with—</td>
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<tr>
<td>(i) challenging State academic content standards and student academic achievement standards, and State assessments; and</td>
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<td>(ii) the curricula and programs tied to the standards described in clause (i).</td>
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<tr>
<td>(1.B) A description of how the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement.</td>
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<tr>
<td>(2) A description of how the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students.</td>
</tr>
<tr>
<td>(3) An assurance that the LEA will target funds to schools within the jurisdiction of the LEA that—</td>
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<td>(3.A) have the lowest proportion of highly qualified teachers;</td>
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<td>(3.B) have the largest average class size; or</td>
</tr>
<tr>
<td>(3.C) are identified as focus or priority schools.</td>
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<tr>
<td>(4) A description of how the LEA will coordinate professional development activities authorized under this subpart with professional development activities provided through other Federal, State, and local programs.</td>
</tr>
<tr>
<td>(5) A description of the professional development activities that will be made available to teachers and principals under this subpart and how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals will be met using funds under this subpart.</td>
</tr>
<tr>
<td>(6) A description of how the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy.</td>
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### (c) NEEDS ASSESSMENT.—

| (1) | IN GENERAL.—To be eligible to receive a subgrant under this subpart, a LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. |
| (2) | REQUIREMENTS.—Such needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of title I, and shall take into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging State and local student academic achievement standards. |

### LOCAL USE OF FUNDS. [ESEA §2123]

| (a) | IN GENERAL.—A LEA that receives a subgrant under section 2121 shall use the funds made available through the subgrant to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity: |
| (1) | Developing and implementing mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available under this paragraph may be used for pupil services personnel only— |
| (1.A) | if the LEA is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and |
| (1.B) | in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals. |
| (2) | Developing and implementing initiatives to assist in recruiting highly qualified teachers (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including— |
| (2.A) | providing scholarships, signing bonuses, or other financial incentives, such as differential pay, for teachers to teach—
|       | (i) in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the LEA; and
|       | (ii) in schools in which there exists a shortage of highly qualified teachers; |
| (2.B) | recruiting and hiring highly qualified teachers to reduce class size, particularly in the early grades; and |
| (2.C) | establishing programs that— (i) train and hire regular and special education teachers (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children); 
|       | (ii) train and hire highly qualified teachers of special needs children, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students; 
|       | (iii) recruit qualified professionals from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
|       | (iv) provide increased opportunities for minorities, individuals with disabilities, and other individuals underrepresented in the teaching profession. |
| (3)   | Providing professional development activities— |
| (3.A) | "(A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
|       | (i) one or more of the core academic subjects that the teachers teach; and
|       | (ii) effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and" |
| (3.B) | that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
|       | (i) involve collaborative groups of teachers and administrators;"(ii) provide training in how to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency;
|       | (iii) provide training in methods of—
|       | —(i) improving student behavior in the classroom; and
|       | —(ii) identifying early and appropriate interventions to help students described in clause (ii) learn;
|       | (iv) provide training to enable teachers and principals to involve parents in their child’s education, especially parents of limited English proficient and immigrant children; and
|       | (v) provide training on how to understand and use data and assessments to improve classroom practice and student learning. |
| (4)   | Developing and implementing initiatives to promote retention of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide— |
| (4.A) | teacher mentoring from exemplary teachers, principals, or superintendents; |
| (4.B) | induction and support for teachers and principals during their first 3 years of employment as teachers or principals, respectively; |
| (4.C) | incentives, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or |
(4.D) Incentives, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

(5.A) "innovative professional development programs (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;"

(5.B) development and use of proven, cost-effective strategies for the implementation of professional development activities, such as through the use of technology and distance learning;

(5.C) tenure reform;

(5.D) merit pay programs; an

(5.E) Testing of elementary school and secondary school teachers in the academic subjects that the teachers teach.

(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to help talented aspiring or current principals and superintendents become outstanding managers and educational leaders.

(7) Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out teacher advancement initiatives that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(10) Carrying out programs and activities related to exemplary teachers.

(b) SUPPLEMENT, NOT SUPPLANT.—Funds received under this subpart shall be used to supplement, and not supplant, non-Federal funds that would otherwise be used for activities authorized under this subpart.
* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

1. LEP students/parents/guardians are administered the Home Language Survey (HLS) one-time at enrollment. This survey, first one only, is kept in the student's cumulative folder.

2. Students for whom any HLS questions are answered as a language other than English are further interviewed to determine if the screener should be administered.

3. All students who could potentially be identified as LEP are screened with the W-APT (or TELPA in 2014 if necessary) for identification as LEP.

4. LEP parents of non-LEP students are identified and served through translation or interpretation as needed.

5. Students who are identified as LEP will receive at least the minimum services outlined in TN State Board of Education policy 3.207 whether or not the district is receiving Title III funds.

6. All teachers of LEP students are providing accommodations as required to make academic and ESL standards accessible.

7. For LEP students whose parents/guardians have waived ESL services through the alternative language program, the ESL services are provided through the regular academic classrooms/teachers.

8. Students are not retained in grade levels or classes if language acquisition has any part in the decision for retention.

9. All students are receiving culturally appropriate and culturally sensitive instruction in all classes.

10. Students, even waived LEP, are exited using accepted SEA/LEA criteria.

11. LEP students are eligible for all school and extra-curricular programs. If their rate of participation is not similar to that of non-LEP students, our LEA is taking an active role in achieving equity.

12. All ELs are age appropriate for the grade level in which they are placed.
* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

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<td>1.</td>
<td>Have on file a local written plan that meets all requirements in section 3116.</td>
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<td>2.</td>
<td>Comply with parental notification requirements specified in section 3302 of the statute prior to, and throughout, each school year.</td>
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<td>3.</td>
<td>Assess annually, with the state approved English language proficiency assessment, the English proficiency of all children with limited English proficiency participating in programs funded under Title III section 3116 (d)(2).</td>
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<tr>
<td>4.</td>
<td>Base the proposed plan on scientifically based research on teaching limited English proficient (LEP) children.</td>
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<td>5.</td>
<td>Ensure that programs will enable children to speak, read, write, listen and comprehend the English language, and meet challenging State academic content and student academic achievement standards.</td>
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<tr>
<td>6.</td>
<td>Ensure the LEA is not in violation of any State law, including State constitutional law, regarding the education of LEP children.</td>
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<tr>
<td>7.</td>
<td>Consult with teachers, researchers, school administrators, and parents, and, if appropriate, with education-related community groups and non-profit organizations, and institutions of higher education in developing the plan.</td>
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<tr>
<td>8.</td>
<td>Certify that all teachers in any language instruction educational program for LEP children that is, or will be, funded under Title III are fluent in English, including having written and oral communication skills.</td>
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<tr>
<td>9.</td>
<td>Assess and place students who qualify for LEP services in a program within 30 days of school.</td>
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<tr>
<td>10.</td>
<td>Notify parents of LEP students of placement within two weeks of assessment.</td>
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<tr>
<td>11.</td>
<td>Title III districts must fulfill all requirements for the LEP subgroup in ESEA.</td>
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<tr>
<td>12.</td>
<td>Provide services to private elementary and secondary private school students and staff in accordance with section 1120 and timely and meaningful consultation with private school officials regarding such service.</td>
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**IDEA Assurances**

**Davidson County (190) Public District - FY 2016 - Consolidated - Rev 0 - Assurances**

The applicant hereby certifies to the Commissioner of Education that the representation made in this application properly reflects the projected pupils, personnel, and expenditures to be incurred in the operation of the special education program for pupils with disabilities conducted within the school system, that the expenditures for services and goods will be made exclusively for the benefit of pupils which meet the eligibility criteria established by the Department of Education, and that personnel assignments and other documentation of expenses will be readily available for audit. All records necessary to ensure the correctness of the information provided by the agency will be kept five years beyond the final reporting date and access to such records will be provided to the State Department of Education.

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA meets each of the following conditions:

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<tr>
<td>1.</td>
<td>Special Education and Related Services will be provided in compliance with the established Tennessee Rules, Regulations &amp; Minimum Standards.</td>
</tr>
<tr>
<td>2.</td>
<td>The LEA, in providing for the education of children with disabilities within its jurisdiction, has in effect policies, procedures, and programs that are consistent with the State policies and procedures established under §612.</td>
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<tr>
<td></td>
<td>a. A free appropriate public education (FAPE) is available to all children with disabilities, as defined under §602(3) and who have a current individual education program (IEP), residing in the State between the ages of 3 through 21, inclusive, including children with disabilities who have been suspended or expelled from school. 612(a) (1)</td>
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<td>b. The LEA has established a goal of providing full educational opportunity to all children with disabilities and a detailed timetable for accomplishing that goal. 612(a) (2)</td>
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<td>c. All children with disabilities residing in the LEA, including children with disabilities who are homeless children, or are wards of the State, and children with disabilities attending private schools within the LEAs jurisdiction, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services. 612(a) (3)</td>
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<td></td>
<td>d. An individualized education program (IEP), or an individualized family service plan (IFSP), that meets the requirements of section 636(d), is developed, reviewed and revised for each child with a disability in accordance with section 614(d). 612(a) (4)</td>
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<td></td>
<td>e. To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. 612(a) (5) (A)</td>
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<td>f. Children with disabilities and their parents are afforded the procedural safeguards required by §615. 612(a) (6)</td>
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g. Children with disabilities are evaluated in accordance with subsections (a) through (c) of § 614. 612(a) (7)

h. LEAs will comply with §617(c) relating to the confidentiality of records and information. 612(a) (8)

i. Children participating in early intervention programs assisted under Part C, and who will participate in preschool programs will experience a smooth and effective transition consistent with §637(a) (9). LEAs will participate in transition planning conferences arranged by the Lead Agency under §635(a) (10) and an IEP or, if consistent with sections 614(d) (2) (B) and 636(d), and IFSP will be developed and implemented by the third birthday. 612(a) (9)

j. Ensure that all requirements under §612(a) (10) regarding Children In Private Schools are being carried out in a manner consistent with the statute.

k. Ensure that all requirements under T.C.A. §49-10-107, T.C.A. §49-10-305 and T.C.A. §49-10-701, regarding Contracts for Special Education Services are being carried out in a manner consistent with the statute.

l. The LEA shall ensure that all personnel necessary to carry out this part are appropriately and adequately prepared, subject to the requirements of §612(a) (14) and §2122 of the Elementary and Secondary Education Act of 1965. 613(a) (3)

m. This LEA will either choose to coordinate with the National Instructional Materials Access Center when purchasing print instructional materials in accordance with section 612(a) (23) or will provide instructional materials to blind persons or other persons with print disabilities in a timely manner. 613(a) (5)

n. The LEA ensures that timely and meaningful consultation has occurred with private schools and the parents of home schooled special education students.

3. The LEA shall provide the SEA with information necessary to enable the SEA to carry out its duties under this part, including, with respect to Sections 612(a) (15) and 612 (a) (16), information relating to the performance of children with disabilities participating in programs carried out under this part. 613(a) (7)

4. The LEA shall make available to parents of children with disabilities and to the general public all documents relating to the eligibility of such agency under this part. 613(a) (8)

5. The LEA shall cooperate under section 1308 of the Elementary and Secondary Education Act of 1965 to ensure the linkage of records pertaining to migratory children with disabilities for the purpose of electronically exchanging, among the States, health and educational information regarding such children. 613(a) (9)

6. Subject to section 613(b) (3), the LEA application submitted to the SDE shall remain in effect until the LEA submits to the SDE such modifications as the LEA determines necessary. 613(b) (2)

7. Ensure that all requirements under §613(a) (5) regarding treatment of Charter Schools and their students are being carried out in a manner consistent with the statute.

8. Children with disabilities served with IDEA funds shall be counted in the same manner as children without disabilities to supplement the academic program funds earned and paid from the Basic Education Program. TRR&MS 0520-19-03 (3) (a)
9. Funds provided under IDEA will be used to pay the excess cost of providing special education and related services to children with disabilities; shall be used to supplement the State, Local and other Federal funds and not to supplant such funds; and shall not be used, except as provided in §613(a) (2) (B)-(C) to reduce the level of expenditures. §613(a) (2) (A) and §612(a) (17), TRR&MS 0520-1-9-03(2) (k) (4)

10. According to Rule 0520-1-9-14(6) (a), procedures for providing an independent education evaluation (IEE) upon parental request have been submitted and approved to the Department of Education. Any future revision to the IEE procedure will be submitted to the Department for approval.

11. According to TCA 9-1-104 (a) & (b) Maximum class size, our LEA case load and class size standards have been submitted and approved by the Department. There have been no changes since the original submission. (The State will review LEA caseload and class size standards for compliance.) Any future LEA updates or revisions will be submitted to the Division of Special Education for approval and for reference purposes.

12. Children with disabilities served with IDEA funds have at least the same average amount spent on them, from sources other than Part B, as do the children in the school system taken as a whole. TRR&MS 0520-1-9-.03 (3) (a) (b)

13. Eligibility as a child with a disability pursuant to the IDEA and state disability eligibility standards will be established prior to expenditure of IDEA Part B funds for implementation of school nurse or school health services pursuant to 34 C.F.R. §300.34(c)(13).

14. Children with healthcare needs or medical conditions of a short duration, temporary nature, or medical conditions that require infrequent school nurse or school health services, and whose educational performance is not adversely affected by such healthcare needs or medical conditions, will not be certified as eligible pursuant to IDEA and state disability eligibility standards for the purpose of accessing IDEA Part B funds to provide school nurse or school health services for such children.

15. Prior to including school nurse or school health services in an Individualized Education Program (IEP), an IEP Team will determine that the child needs school nurse or school health services to benefit from his or her education and thereby receive FAPE. In making this determination, the IEP Team will consider the child's educational progress.

16. School nurse or school health services will not be included as related services in instances where an IDEA eligible child's healthcare needs or medical condition do not affect his or her educational performance or the receipt of FAPE.

17. The LEA follows established methods to assure that purchases with federal funds comply with federal cost principles (necessary, reasonable and allocable). 34 CFR §80.20 (b)(5); OMB Circular A-87: C. Basic Guidelines

18. The LEA has spent the minimum amount of State and local funds for the education of children with disabilities in elementary and secondary schools prior to using IDEA Part B funds. 34 C.F.R. §300.16
Assurances

Davidson County (190) Public District - FY 2016 - CTE Perkins Basic - Rev 0 - Assurances

* I have read all Assurances and will upload the Assurances and Signature document via the Related Documents page - Check box to agree.

A. Statement of Assurances

The Board of Education hereby assures that the LEA shall:

1. Provide Career and Technical Education services to individuals of special populations.

2. Address special populations and provide Career and Technical Education program(s)/project(s) in the most integrated setting possible by:
   1. curriculum modification;
   2. equipment accommodation;
   3. classroom accommodation;
   4. supportive personnel; and/or
   5. instructional aids and devices

   a. identify the number of special populations students enrolled in Career and Technical Education (CTE) programs;
   b. assess the Career and Technical needs of the students identified as special population; and
   c. develop an adequate plan to provide supplementary services sufficient to meet the needs of such students
   d. Provisions will be made for including appropriate representation of Career and Technical Education personnel on Individualized Education Plan (IEP) Committees and/or Transition Planning Committees for students with disabilities.

3. Have Career and Technical Education programs in compliance with equal access provisions of Section 504 of the Rehabilitation Act of 1973. Individuals covered under this Act will be monitored for compliance of equal access to quality Career and Technical programs. All students must have access to the CTE programs.

4. Comply with the statutory requirement in Section 135 of the Carl D. Perkins Career and Technical and Technology Education Act of 2006 for Required Uses of Funds and Permissive Uses of Funds and local plan required components.

5. Provide a program in Career and Technical Education which:
   a. encourages students, through career counseling, to pursue a coherent sequence of courses in a program of study within a career cluster which leads to a high skill, high wage, or high demand job culminating in a credential, certificate, or higher education degree;
b. assists students who are economically disadvantaged, handicapped, limited English proficiency, in the care of foster parents and nontraditional students to succeed through supportive services such as counseling, English-language instruction, child care, special aids; and

c. is of such sequence, scope and quality as to bring about improvement in the quality of education offered by the school.

6. Provide required information for reporting to the State Board of Education to enable it to comply with provisions of Section 121.

7. Evaluate local programs of Career and Technical Education and report annually, using core indicators and measures of performance as approved by the State Board of Education, and in compliance with requirements of Section 122 of the Carl D. Perkins Career and Technical Education Act of 2006. The Tennessee Department of Education is required to evaluate and report annually to the US Department of Education on data collection, monitoring, etc.

8. Provide counseling and career development activities conducted by professionally trained counselors and teachers who are associated with the provisions of such special services.

9. Designate a Career and Technical Education administrator, supervisor or director (full or part-time) for the administration of Career and Technical Education funded programs in their LEA. Persons holding career and technical education supervisory positions including local directors, supervisors, coordinator specialists, assistant principals for career and technical education and center administrators shall have one of the following sets of employment standards:

   1. A bachelor's degree in career and technical education from an accredited four-year college or university, three years of teaching experience in an approved career and technical education program and two years of appropriate employment experience in a recognized occupation, or

   2. A bachelors' degree with a career and technical education endorsement, three years of teaching experience, two years of appropriate work experience, and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development, or

   3. An endorsement as a PreK-12 administrator or secondary supervisor or principal and completion of (by July 1, 2008 or within a three-year period from the date of employment) the required matrix of career and technical core competencies for professional development.

10. Provide equal opportunities in Career and Technical Education programs to persons without discrimination because of race, gender, religious preference, national origin, or disability.

11. Not use federal funds to supplant state or local funds designated for Career and Technical Education. Federal funds will only be used to supplement.

12. Submit in a timely manner statistical, financial, student data and descriptive reports required by the State Board of Education and/or the Tennessee Department of Education in regard to Career and Technical Education programs in order to expend Perkins funds.

13. Provide an opportunity for individuals enrolled in private schools to participate in Career and Technical Education programs, services, and activities. Notices of program offerings to the private sector will be offered.

14. Target the expenditure of federal funds toward quality programs which meet the ten quality program indicators as listed in the State Plan and Local Plan Application. If teacher/program does not meet all ten quality program indicators, the program should not receive funding.
| 15. | Use state and local funds to provide services in secondary schools or sites served with federal funds awarded under the Act. |
| 16. | Provide counseling and instructional services designed to facilitate in the transition from high school to post-secondary education, employment and career opportunities, or the military. |
| 17. | Have a written process in place to verify that federal program improvement funds are spent on only those programs that meet the ten Career and Technical Education quality program indicator criteria. This process and verification should be used prior to spending dollars and should be made available to auditors and for a review during the risk based monitoring process. |
| 18. | Insure that Quality Program Indicators are checked no less than yearly by the CTE Director or designee to insure that programs are meeting all ten Quality Program Indicators. |
| 19. | Maintain an active, current Advisory Council. This council must meet a minimum of two times per year and be comprised of business and industry representatives of programs offered within the LEA. Agendas and minutes of these meetings are checked through the risk based monitoring process. |

**B. Conditions**

Reports and other information required by the Tennessee Department of Education will be submitted within the dates established, and documentation will be maintained for the duration of Perkins IV.

1. Federal Career and Technical Education funds made available will be used to supplement and increase the amount of state and local funds for Career and Technical Education and in no case to supplant such state and local funds.

2. An inventory will be maintained of all equipment purchased in whole or in part with Carl Perkins funds provided by the State Board of Education, and all such equipment will be available for use by students in the approved Career and Technical Education program for which purchased.

3. Recipients of federal funding that plan to use any equipment (purchased in whole or in part with federal funds provided by the State Board of Education) in any program, project or activity other than for which it was originally purchased or disposed of or trade in such equipment must comply with the provisions of Education Department General Administrative Regulations (EDGAR). Inventory must be maintained (for the length of the Perkins IV law) and items appropriately tagged.

4. Carl Perkins funds will not be expended in any manner other than as budgeted in the original plan or amended plan.

   a. In the event that funds should need to be expended (category or dollar amount) in any manner other than stipulated in this plan, the eligible recipient must submit, in writing, a request to amend the plan and this request must include an explanation of proposed changes along with a revised copy of the budget. A form has been provided to systems for this purpose.

5. Carl Perkins funds will not be expended prior to the receipt of a letter of approval for the original plan and/or the amended plan.

6. Career and Technical Education programs will operate consistently with all federal and state requirements and regulations including Education Department General Administrative Regulations (EDGAR) and Office of Management and Budget (OMB) Circulars 133, 87, and 102.
| 7. This plan and budget were prepared using the instructions provided by the Tennessee Department of Education and accurately reflect the information required at the time of preparation. |
| 8. All required parties were involved in the development of the Perkins plan. |
| 9. The eligible recipient certifies that the conditions stipulated in this application will be complied with in providing programs, services, and activities for Career and Technical Education and funds will be used as stipulated in the application. |
| 10. Parents of each Career and Technical Education student will be provided with or have access to a list of standards and competencies at the beginning of each course taken. |
| 11. Teachers will apprise students of course content and learning expectations using competency profiles at the beginning of the course. |
The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable under Office of Civil Rights (OCR), including those outlined below.

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<tr>
<td>1.</td>
<td>Provide comparable educational opportunities including college and career preparatory programs, such as science, technology, engineering and math (STEM) courses.</td>
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<td>2.</td>
<td>Treat students equally on the basis of sex in all programmatic areas including academic and extracurricular activities, financial aids, and facilities.</td>
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<td>3.</td>
<td>Provide equal access to athletic opportunities and benefits at all levels.</td>
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<td>4.</td>
<td>Protect students from and adequately respond to sexual violence.</td>
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<td>5.</td>
<td>Enforce the prohibition against sexual harassment as well as bullying and harassment based on gender or sex stereotypes (including sexual harassment and gender-based harassment of lesbian, gay, bisexual and transgender (LGBT) because of their nonconformity to sex stereotypes.</td>
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# ESEA Assurances

**Davidson County (190) Public District - FY 2016 - Consolidated - Rev 0 - Assurances**

**Applies to All ESEA Programs Included in this Application**

* The Local Educational Agency (LEA) hereby assures the State Educational Agency (SEA) that the LEA follows all regulations applicable for ESEA, including those outlined below.

| 1. | Use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program. |
| 2. | Keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation. |
| 3. | Ensure all salaries are paid from project funds according to LEA rates. State/CONUS travel rates are to be used for project travel expenses. Adequate travel logs, as well as other necessary information, will be maintained to support expenditures. |
| 4. | Charge amounts for personnel services that are based on payrolls documented and approved in accordance with the generally accepted practice of the LEA. Payrolls will be supported by time and attendance or equivalent records for individual employees. Salaries and wages of employees chargeable to more than one grant program or cost objective, if applicable, will be supported by appropriate time distribution records. |
| 5. | Use these funds to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources and not supplant such funds. |
| 6. | Maintain control of program funds provided to the LEA and title to property acquired with those funds. |
| 7. | Recognize that SEA approval of an application does not relieve the LEA of its responsibility to comply with all applicable requirements. |
| 8. | Comply with Title VI of the Civil Rights Act of 1964. The Office for Civil Rights enforces several Federal civil rights laws that prohibit discrimination in programs or activities that receive federal financial assistance from the Department of Education. Discrimination on the basis of race, color, and national origin is prohibited by Title VI of the Civil Rights Act of 1964; sex discrimination is prohibited by Title IX of the Education Amendments of 1972; discrimination on the basis of disability is prohibited by Section 504 of the Rehabilitation Act of 1973; and age discrimination is prohibited by the Age Discrimination Act of 1975. These civil rights laws enforced by OCR extend to all state education agencies, elementary and secondary school systems, colleges and universities, vocational schools, proprietary schools, state vocational rehabilitation agencies, libraries, and museums that receive U.S. Department of Education funds. Areas covered may include, but are not limited to: admissions, recruitment, financial aid, academic programs, student treatment and services, counseling and guidance, discipline, classroom assignment, grading, vocational education, recreation, physical education, athletics, housing, and employment. OCR also has responsibilities under Title II of the Americans with Disabilities Act of 1990 (prohibiting disability discrimination by public entities, whether or not they receive federal financial assistance). |
10. Maintain fiscal effort in accordance with section 9521, which states, "The combined fiscal effort per student or the aggregate expenditures of the agency with respect to the provision of free public education by the agency for the preceding fiscal year was not less than 90 percent of the combined fiscal effort or aggregate expenditures for the second preceding fiscal year."

11. Comply with section 9501 regarding participation by private school children and teachers.

12. The LEA ensures that timely and meaningful consultation has occurred with non-public schools.

Goals and Indicators for LEAs

* The LEA hereby assures the SEA that the LEA will submit annual measureable objectives (AMO's) to the Tennessee Department of Education.

<table>
<thead>
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<th>Performance Goals:</th>
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<td>7th grade Math</td>
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<td>7th grade Reading</td>
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<td>3rd-8th Aggregate Math</td>
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<td>3rd-8th Aggregate Reading</td>
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<td>End-of-Course: English II</td>
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<td>Graduation rates</td>
<td><strong>English learners vs. Non-English learners</strong></td>
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<td><strong>Students with disabilities vs. Students without disabilities</strong></td>
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Educational Rights and Privacy for Parents and Students


Termination of Employment and Unpaid Leave

Upon termination, any leave balance paid to a federally funded employee above the amount of leave earned in the current project shall NOT be paid from Federal Funds. [OMB Circular A-87 (B) (11) (d) (3)]

Certification Regarding Constitutionally Protected Prayer in Public Elementary and Secondary Schools

In order to receive funds under the ESEA, an LEA must certify in writing to its SEA that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools as set forth in this guidance. An LEA must provide this certification to the SEA by October 1 of each year during which the LEA participates in an ESEA program.


The LEA certifies to the SEA that no policy prevents or otherwise denies participation in constitutionally protected prayer in public schools.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion - Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to whom this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows the certification is erroneous. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective particular participant shall attach an explanation to this proposal.

Equity for Students, Teachers, and Other Program Beneficiaries

Section 427 of the General Education Provision Act requires LEAs to describe in their applications the steps they propose to take in order to ensure access to education and promote educational excellence by:

"(1) ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in any project or activity carried out
under an applicable program; and

(2) promoting the ability of such students, teachers, and beneficiaries to meet high standards."

Therefore, the LEA will ensure equitable participation in all local-level programs by students, teachers, and other beneficiaries with special needs through the following activities:

- Ensuring that all training for teachers and others who will conduct parental involvement activities is accessible to all participants and includes strategies for increasing access to the school and its activities for all parents regardless of disability or language spoken.
- Including accessibility guidelines as part of the criteria for effective professional development activities provided throughout the LEA as well as by federal programs.
- Using the LEA computer network to disseminate information to all constituents.
- Providing technical assistance through on-site visits to verify that equitable practices are being followed by schools.
- Including written statements in communications that advertise LEA-level activities to ensure that all necessary accommodations are made for equitable participation by constituents.
- Maintaining special task forces to formulate policy for coordination of programs to ensure equitable access of all student populations, including disadvantaged students, students with disabilities, students with emerging English skills, migrant students, homeless, neglected, or delinquent students, and others.
- Implementing other activities as appropriate. (Specify)

Title I, Part C - Education of Migratory Children

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that the LEA will:

Assist the State in its efforts to comply with Section 1304 (b)(3) of the statute, timely transfer of pertinent migrant student records; and Section 1304 (c)(7), identification of all migrant students in the State, and Section 1308(b)(2) of the statute, electronic exchange of health and educational migrant information; by

1. Distributing the Migrant Occupational Survey to all families new to the district and forwarding to the State as directed,

2. Indicating migrant status in the LEA's data system, and
3. Submitting completed Individual Student Record (ISR) forms (within 14 days) as the student withdraws from the district mid-year or at the end of the school year for migrant students who remain enrolled on the last day of school.

**Title X, Part C - McKinney-Vento Homeless Assistance**

* The Local Education Agency (LEA) hereby assures the State Education Agency (SEA) that, if participating in the Title X, Part C Program, the LEA will:

1. Operate the project in compliance with Title X, Part C, of the McKinney-Vento Homeless Assistance Act of 1990, as amended by the No Child Left Behind Act of 2001, and in accordance with the statutes, regulations, policies, and other administrative rules promulgated by and required of the Tennessee Department of Education.

2. Keep such records and provide such information to the SEA as may be required for fiscal audit and program evaluation.

3. Prepare and submit to the Tennessee Department of Education reports and data as might be required.

4. Designate a homeless liaison to ensure that homeless children and youth enroll and succeed in school; and homeless families, children, and youth receive educational services for which such families, children, and youth are eligible, including Head Start and Even Start programs and preschool programs administered by the LEA, and referrals to health care services, dental services, mental health services, and other appropriate services.

5. Adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, at the request of the liaison), to and from the school of origin.

6. Review and revise any policies that may act as barriers to the enrollment of homeless children and youth in school.

7. Provide the Tennessee Department of Education (TDOE) with a description of policies and procedures consistent with section 722 (e) (3), and will ensure that activities will not isolate or stigmatize homeless children and youth.

8. Coordinate with state and local housing agencies responsible for developing the comprehensive housing affordability strategy described in section 10- of the Cranston-Gonzalez National Affordable Housing Act to minimize educational disruption for children who become homeless.

9. Use these funds to come into compliance with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Act.
The Director shall: Require in each charter agreement that charter schools comply with the Annenberg Standards and Policy Recommendations as adopted and approved by the Metro BOE. The Director shall also apply the Annenberg standards to traditional schools, as specified below.

Annenberg Standards and Policy Recommendations:

**Standard #1: Traditional districts and charter schools should work together to ensure a coordinated approach that serves all children.**

Policy Recommendations under Standard #1:

1.1 MNPS/Director shall develop and regularly update a citywide multiyear school plan that includes projected demographic changes, criteria for new school openings or closings, and equitable geographic distribution of schools and students to ensure that all students have access to schools in their communities and a range of specialized programs. The development and reevaluation of this unified school plan should be subject to robust public input to ensure equity and transparency across the district.

1.2 MNPS/Director, in coordination with this unified school plan (see previous recommendation), shall prepare an impact statement to be provided to the Metro BOE before approving any new charter school application. The statement should assess the school’s impact on the unified school plan and identify the role that the charter intends to fill within the overall system.

1.4 Charter schools are required to report on their websites and in enrollment and marketing materials the full range of academic, enrichment, and extracurricular offerings that they provide.

**Standard #2: School governance should be representative and transparent.**

Policy Recommendations under Standard #2:

2.1 Each charter school’s original application and charter agreement shall be made available online on the websites of both the individual school and MNPS.

2.3 Members of charter school governing boards are required to file full financial disclosure reports and identify any potential conflicts of interest, relationships with management companies, or other business dealings with the school, its management company, or other charter schools. These documents should be available online through MNPS’ website.

2.4 Governing boards of charter schools are required to hold all meetings in the district in which their school or schools operate. All meetings are to be open to the public and publicized in advance in accordance with applicable state law.

2.5 Charter schools shall provide online access to minutes from charter school governing board meetings, the school’s policies, information about staff, instructional strategies, curricul-
lum, school rules and behavior codes, school budgets, and information about management comp-
panies or other large contracts.

2.7 Charter schools and MNPS are subject to state laws regarding freedom of information, public records, and public meetings.

2.9 Complete contracts for management services are required to be electronically posted on the schools’ websites within ten days of execution. The posting should include detailed information about the services to be provided by the management company and all financial commitments and compensation, as well as all fees and bonuses to be provided to the management company.

2.10 MNPS/Director shall require full public financial disclosure by charter management organizations of their expenditures and net revenues related to the operation of each school they serve.

2.11 Charter schools are prohibited from allowing anyone with a financial relationship to a management organization or the staff of any authorizing agency from serving on the governing board of any charter school.

**Standard #3: Charter schools should ensure equal access to interested students and prohibit practices that discourage enrollment or disproportionately push enrolled students out of the school.**

**Policy Recommendations under Standard #3:**

3.1 Charter schools and traditional schools are prohibited from utilizing enrollment and registration procedures that directly or indirectly exclude or discourage certain students from enrolling at the school. Certain schools, such as academic magnets and performing arts schools, shall be exempted.

3.2 All new charter applications are required to include detailed plans for the school’s enrollment and registration procedures to ensure that they will not result in [unlawful] selectivity. Enrollment forms and requirements are to be posted on the schools’ websites in the district’s major languages.

3.3 MNPS/Director shall monitor charter school enrollment and retention practices through uniform and consistent data requirements to ensure that charter schools are enrolling a proportionate share of students across subgroups.

3.4 MNPS/Director shall create an independent ombudsman office to whom parents can challenge or appeal enrollment, classification (as special education), or withdrawal decisions by the charter school. The ombudsman’s office shall be given the authority to take certain actions that are compliant with state law or to report to the authorizer any school found to be in violation of the law.
3.5 MNPS/Director shall establish a cross-sector student identification system that allows the district to track student mobility during the course of the school year.

3.6 MNPS/Director shall require public documentation and reporting of student attrition throughout the school year, including date, reason, and disposition (where the student ends up). This should include all disciplinary actions, including both in- and out-of-school suspensions and referrals to law enforcement, and “voluntary” and “involuntary” exits. It should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.

3.7 Before any student withdraws from a charter school, the student, his or her parent or guardian, and charter school personnel sign a document stating that the student is withdrawing voluntarily and that charter school personnel have not prohibited, discouraged, or attempted to discourage the student from continued enrollment in the charter school.

3.8 Per pupil funding, provided to schools based on their enrollment, should be adjusted throughout the school year, pursuant to state law or regulations, to accommodate changes in enrollment due to mobility.

**Standard #4: Charter school discipline policy should be fair and transparent.**

Policy Recommendations under Standard #4:

4.1 MNPS/Director shall ensure that charter school discipline policies and practices are promulgated and implemented to avoid discriminatory and/or disproportionate punishments of students based on race, gender, or other characteristics and are consistent with federal school discipline laws and guidance.

4.2 Every charter school shall make its school discipline policy publicly available on the school’s website, so that parents can thoroughly review the policy before enrolling their child. All charter discipline policies should include explicit provisions regarding due process for students, including the right to a hearing before long-term removal, suspension, expulsion, disciplinary or safety transfers, or alternative school placements, as well as parental appeals and notification rights.

4.3 Charter schools are required to report annually on all disciplinary actions and withdrawals from the school, including the reason for the student’s departure, suspension, or other action and the statement that documentation of due process rights was available. These data should be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.

4.4 MNPS/Director shall establish standards, not inconsistent with federal or state law, for disciplinary codes, expressly identifying and defining inappropriate strategies and barring their use.
Standard #5: All students deserve equitable and adequate school facilities. Districts and charter schools should work together to ensure that facilities arrangements do not disadvantage students in either sector.

Policy Recommendations under Standard #5:

5.1 For non-ASD schools, MNPS/Director shall require that parents, educators, and community members from both traditional public schools and charter schools be consulted and engaged in any decision to co-locate a charter school within an existing public school facility.

5.2 MNPS/Director shall establish strong guidelines for co-location, including the criteria on available space for administrative and educational functions and equitable arrangements for access to the building’s gym, cafeteria, and other common spaces.

5.3 MNPS/Director shall require yearly impact reports from co-located facilities, providing administrators, educators, school staff, students, and parents from both schools the opportunity to reflect on how the co-location is working and what challenges have arisen, so these challenges can be addressed.

5.4 MNPS/Director shall require annual, detailed reports of capital improvements in co-located charter schools to be posted online.

Standard #7: Monitoring and oversight of charter schools are critical to protect the public interest. They should be strong.

Policy Recommendations under Standard #7:

7.6 MNPS/Director shall establish minimum capacities to adequately monitor charter schools.

7.7 MNPS/Director shall conduct on-site visits to the school every one to three years. MNPS/Director shall provide intensive support and intervention, if necessary, to improve charter management.

7.10 MNPS/Director shall ensure that charter school financial documents be made available to the public annually on the websites of the school, the authorizer, and any management company. These documents should include a comprehensive statement of revenues, financial and in-kind donations, state and local funding, New Market Tax Credits, bond issuances, and any and all additional funds or debt service connected to the operation of the school and/or network of schools.

7.11 MNPS/Director shall require charter schools to report on administrative expenses as well as funds paid to the authorizer for authorizing and oversight services. Schools and networks should also publish reports on expenses incurred for student recruitment and marketing.
7.12 MNPS/Director shall document and publicly disclose the owners of any non-public property used to house a charter school, along with documentation of the amount of rent being paid for the facility and to whom payments are being made and verification that there are no conflicts of interest between the school and the holder of the property.

7.13 MNPS/Director shall publish all vendor or service contracts over $10,000 at any charter school as public information on the MNPS website.

7.14 Governing board members, administrators, parents, students, educators, school staff, and community members are protected from retaliation for whistleblowing in accordance with federal and state law.

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Strategic and Deliberate Process

The four-part review process developed in response to the Board’s direction provides greater clarity regarding evaluations and decision-making. The strategic vision for charter schools in MNPS is a portfolio of high-performing schools that serve students with the fewest high-performing choices first. Embracing this strategic vision enables us to engage our charter schools as partners in the work of realizing the ambitious academic achievement goals in Education 2018, leads us to recommend for approval only those schools that demonstrate a high likelihood of contributing to our vision for excellence, and to act decisively to improve or close any schools that do not.

Rigorous adherence to this quality agenda sometimes requires difficult conversations and an unwavering commitment to excellence. Actual school results drive decision-making, especially when decisions engender controversy.

Determining Organizational Capacity
The process for evaluating schools is a four-step process. The first, and most important, step is the evaluation of the organization’s capacity to deliver a high-performing school. MNPS is a member of the National Association of Charter School Authorizers (NACSA), and its application review process adheres to the highest standards of practice described in NACSA’s Principles and Standards of High-Quality
Authorizing. Over the past six years, MNPS has developed an application review process that is highly correlated with identification of schools and organizations that open and operate at high-levels of performance. Any school that fails to pass this essential first step by being rated as meeting essential standards for its Educational Plan, its Operational Plan, its Business Plan, and its Overall Organizational Capacity will not be recommended for approval, and its application will not be considered further.

**Absolute Priorities: Academic Excellence and Diversity**

The second step in evaluation of charter applications is determination of the school’s commitment to the highest standards of academic excellence and diversity as established in the MNPS Strategic Plan: Education 2018, and the MNPS Diversity Management Plan. The measures established in the Academic Performance Framework (APF) and the Diversity Management Plan make it possible to hold schools accountable for their commitments in these areas. Annual review of schools and a commitment to revoke charters or move for non-renewal if the school does not support and advance this important element of the district’s vision has allowed MNPS to expand charter schools while simultaneously increasing opportunity for students. Publication of annual Academic, Operational, and Financial Performance reports on each school reveals that in Nashville, almost every school approved using this process has gone on to perform well. In fact, following decisive action to close an academically underperforming school in 2013 and subsequent notification of intent to close two others, all of Nashville’s charter schools now perform at the satisfactory or higher levels of the Academic Performance Framework (APF).
### Summary of 2015 Charter Applications

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Type</th>
<th>Grade Range</th>
<th>Year 1</th>
<th>Number of students year 1</th>
<th>Number of Students at Capacity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cameron College Prep HS</td>
<td>Replication</td>
<td>9-12</td>
<td>2016</td>
<td>320</td>
<td>620</td>
<td></td>
</tr>
<tr>
<td>KA @The Crossings</td>
<td>Replication</td>
<td>5-8</td>
<td>2016</td>
<td>200</td>
<td>400</td>
<td></td>
</tr>
<tr>
<td>KIPP Nashville Primary</td>
<td>Replication</td>
<td>K-4</td>
<td>2016</td>
<td>100</td>
<td>500</td>
<td></td>
</tr>
<tr>
<td>KIPP Nashville Middle School</td>
<td>Replication</td>
<td>5-8</td>
<td>2016</td>
<td>96</td>
<td>350</td>
<td></td>
</tr>
<tr>
<td>D.R.E.A.M. Academy</td>
<td>New Start</td>
<td>Pre-K – 4</td>
<td>2016</td>
<td>200</td>
<td>600</td>
<td></td>
</tr>
<tr>
<td>International Academy of Excellence</td>
<td>New Start</td>
<td>K-4</td>
<td>2016</td>
<td>100</td>
<td>525</td>
<td></td>
</tr>
<tr>
<td>Rocketship 3</td>
<td>Replication</td>
<td>K-4</td>
<td>2016</td>
<td>448</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>Rocketship 4</td>
<td>Replication</td>
<td>K-4</td>
<td>2016</td>
<td>448</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>Rocketship Conversion</td>
<td>Conversion/Replication</td>
<td>K-4</td>
<td>2016</td>
<td>448</td>
<td>560</td>
<td></td>
</tr>
<tr>
<td>LEAD Academy Conversion 1</td>
<td>Conversion/Replication</td>
<td>5-12</td>
<td>2016</td>
<td>140</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>LEAD Academy Conversion 2</td>
<td>Conversion/Replication</td>
<td>5-12</td>
<td>2017</td>
<td>140</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>LEAD Academy Conversion 3</td>
<td>Conversion/Replication</td>
<td>5-12</td>
<td>2017</td>
<td>140</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td>LEAD Academy Conversion 4</td>
<td>Conversion/Replication</td>
<td>5-12</td>
<td>2018</td>
<td>140</td>
<td>1,000</td>
<td></td>
</tr>
<tr>
<td><strong>Amendment Requests</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Name</td>
<td>Grade Range</td>
<td>Y1</td>
<td># Y1</td>
<td>#All in</td>
<td>Notes</td>
<td></td>
</tr>
<tr>
<td>East End Prep</td>
<td>Existing School</td>
<td>Add 6-8</td>
<td>2017</td>
<td>100</td>
<td>300</td>
<td>K-5 School Now</td>
</tr>
<tr>
<td>LEAD Academy</td>
<td>Existing School</td>
<td>Eliminate Middle School Grades 5-8</td>
<td>2016</td>
<td>NA</td>
<td>800</td>
<td>Maintain seats for HS</td>
</tr>
</tbody>
</table>
Summary of Recommendations: 2015 Applicants at a Glance

**Recommended Approvals: Continuation/Expansion Schools**

Cameron College Prep HS proposes to commence operations at the Cameron building fall of 2016, serving students who matriculate from LEAD Middle Schools.

East End Prep is currently chartered to serve grades K-5 only. Substantial demand from current parents at this highly effective school led to their application to continue serving their current families through 8th grade by adding grades 6-8 beginning in the fall of 2017.

Knowledge Academies proposes to grow the size of their existing middle school by 400 students over the next 5 years. The school has performed well and was approved for a high school last year where students can continue the pathway that begins in 5th grade.

**Recommended Approvals: Management Conversion Schools**

LEAD Conversion #1 proposes to convert a low-performing middle school and serve students in the middle school zone. Modeled on LEAD’s management conversion work at Cameron and Brick Church, selection of the school to be converted will be made by the District in consultation with LEAD.

**Recommended Denials: New Start Schools**

These schools were not rated meets or exceeds on all parts of the capacity review process, and it is our policy to recommend denial for schools that do not meet or exceed in all categories.

- KIPP Nashville Primary
- KIPP Nashville Middle
- Rocketship #3
- Rocketship #4
- International Academy of Excellence
- D.R.E.A.M. Academy

**Recommended Denials: Management Conversion Schools**

- LEAD Conversion #2
- LEAD Conversion #3
- LEAD Conversion #4
- Rocketship Conversion
Recommended Approvals: Continuation/Expansion

Cameron College Prep High School

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

Cameron College Prep High School

Submitted By: LEAD Public Schools

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school
- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.
Phase III – Competitive Priorities
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: Cameron College Prep High School

Rationale for Expanding Current Network of Schools: Since LEAD opened its second school, Cameron College Prep, in 2011 in partnership with MNPS, LEAD’s plan has been to open a high school to accommodate the students currently enrolled in Cameron College Prep Middle School (which enrolls 450 students in grades 5-8). This middle school is not chartered for high school grades and it is imperative that we provide our Cameron students (and other community students as enrollment numbers allow) with the opportunity for guaranteed matriculation to a high-quality high school that continues LEAD’s high expectations for students in academics, character growth, high school graduation and 100% acceptance of graduates into a four-year college or university.

Proposed location: 1034 1st Avenue South (current location of Cameron College Prep Middle)

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>330</td>
<td>330</td>
<td>9-10</td>
</tr>
<tr>
<td>Year 2</td>
<td>480</td>
<td>480</td>
<td>9-11</td>
</tr>
<tr>
<td>Year 3</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>Year 4</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>Year 5</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>Year 6</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>Year 7</td>
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<td>620</td>
<td>9-12</td>
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<tr>
<td>Year 8</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
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<tr>
<td>Year 9</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>Year 10</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
<tr>
<td>At Capacity</td>
<td>620</td>
<td>620</td>
<td>9-12</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

<table>
<thead>
<tr>
<th>Meets or Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model</td>
</tr>
</tbody>
</table>

Operations Plan and Capacity

<table>
<thead>
<tr>
<th>Meets or Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)</td>
</tr>
</tbody>
</table>

Financial Plan and Capacity

<table>
<thead>
<tr>
<th>Meets or Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.</td>
</tr>
</tbody>
</table>

Portfolio Review/Performance Record

<table>
<thead>
<tr>
<th>Meets or Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of previous performance management reports – academic, operational, and financial</td>
</tr>
</tbody>
</table>
Phase II Absolute Priorities

Academic Benchmarks

Recommendation

Meets or Exceeds

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

Recommendation

Meets or Exceeds

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Recommendation

Continuation/Addition of Grades for Existing Operators

Recommendation

Meets

New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

Plan Summary – LEAD Public Schools proposes to replicate their flagship school – LEAD Academy high school, adding grades 9-12 to their current middle school, Cameron College Prep, in keeping with their model of schools with grades 5-12. LEAD High School has a proven success record, having just helped 100% of their second group of graduates to be accepted to a two or four year college or university. The high school would begin serving both 9th and 10th grades in 2016. The 9th grade will come largely from the existing Cameron College Prep 8th graders, and LEAD plans to give students currently attending LEAD Academy High School a choice of whether they wish to continue at LEAD Academy High School or move to Cameron College Prep High School.

The key academic features for the high school addition will not differ from the existing LEAD Academy. The core elements of the LEAD academic plan are:

- Small schools and integrated 5-12 grade levels
- Rigorous academics – college preparation curriculum
- Extra time in school – one extra week per year
- Commitment to Arts, Athletics, and Extra-Curricular Activities – LEAD provides opportunities for activities that are crucial components to a well-rounded education
- Gender based advisories – all students assigned to a small advisory group of 12-16 students called “Crew”, that is led by the same staff member for the entire year
- Technology as a learning tool – blended technologies for all students, moving towards 1:1 computing
- College focused culture – all students participate in college visits, beginning in 5th grade. They also research colleges, sit in on college level classes, meet students from various colleges, and receive application support
- LEAD Ethos – students paired with caring adult and provided a venue to develop personal engagement and advance social and emotional skills.

LEAD will guarantee all students within the zone of the school to be converted will be accepted at any time of the year and will also open any available seats to non-zoned families.

In addition, LEAD has set performance goals of: 95% attendance, enrollment of 140 + students, TVAAS growth scores of 4-5 on a 5 point scale, TCAP scores at or above the district average by 8th grade, MNPS Academic Performance Framework ranking based on a three year average of satisfactory or above, Average ACT score of each graduating class above the district average and growing to 21 or higher over time, and 100% acceptance to a 2 or 4 year college for students with a regular diploma.

Analysis – The Academic Plan meets or exceeds the standard for approval because LEAD Public Schools has a track record of success with their current high school, which has successfully graduated two classes of students with 100% acceptance to either a two or four year college. The review team was impressed with the historical trend that shows high levels of academic performance growth over time. The chosen school
leader has successfully managed the current school through the turnaround and has shown strong academic results as well, and the review team is convinced he will continue this trend into the high school. Additionally LEAD is developing a leadership pipeline for their schools, along with a thorough teacher coaching model and framework for academic instruction. The review team was encouraged by LEAD’s track record with special populations, including ELL and special education. Cameron College Prep is located in an area with a high immigrant population, and due to this fact, LEAD is establishing a newcomer academy for ELL families and students. The review team is confident that this clear understanding of serving all students will continue to generate positive academic trends.

**Operational Plan and Capacity**

**Plan Summary** – LEAD Public Schools’ strategic vision includes a commitment to partner with MNPS to deliver high quality high school that provides opportunities for students to achieve their goal of attending the college of their choice. The governance structure will not change significantly, with the same governing board in place. The LEAD Public Schools CMO is structured so that there is sufficient support for each school from the central level. Cameron College Prep high school will be housed in the current Cameron College Prep building, and LEAD will continue to provide transportation and partner with MNPS for food service.

**Analysis** – The Operational Plan meets or exceeds the standard for approval because the review team believes LEAD Public Schools has a strong operational team that specifically supports each school and has committed to expand as necessary to ensure school supports. The review team also is confident that the chosen facility, the current Cameron College Prep Middle, is adequate for adding additional grades and students. LEAD Public schools has committed to making any necessary improvements and renovations. Additionally, LEAD Public schools has a strong governing board that has developed a fiscally conservative budget and has structure in place that allows school leaders to concentrate on the academic and cultural environment.

The review team is also confident that LEAD Public Schools has contingency plans in place to ensure on-going stability and sustainability of operations. Staffing plans are adequate as are teacher professional development.

**Financial Plan and Capacity**

**Plan Summary** – LEAD Public Schools is committed to sound financial practices and conservative expenditures. LEAD presently outsources all accounting and financial operations to a third party vendor, which provides the LEAD governing board with monthly financial statements. The budget as presented assumes $520,000 in revenues
for 2016 and expenses of $505,801, which gives a surplus of $15,199. The assumed revenue includes a 9% fee LEAD Public Schools assesses each school in its network, and on which they run the central office. Each year thereafter assumes a budget surplus.

Analysis – The Financial Plan meets or exceeds the standard for approval due to the fact that LEAD has reached financial sustainability and presents a budget solely dependent on the state and local education funding. The review team is also impressed with the history of successful fundraising of the organization, with $9 million to date. LEAD has also secured $4 million in federal grants to fund this growth plan. The review team is confident the LEAD financial health is strong and there are sufficient internal controls in place to ensure accountability. Audits are clean with no findings and there are policies in place for both regional and board oversight.

Portfolio Review/Performance Record

Summary of Performance – LEAD Public Schools currently has four schools in operation: LEAD Academy (grades 5-12), Cameron College Prep (grades 5-8 and the first successful MNPS-charter conversion school), LEAD Prep SE (currently has grades 5-7, will expand one grade at a time until it reaches grade 12), and Brick Church College Prep (a conversion school in partnership with the Achievement School District). They are poised to begin turning around Neely’s Bend Middle School through the ASD next school year. LEAD High School has consistently received “excelling” or “achieving” for both operations and finances on the MNPS Performance Frameworks (see attached school report card). All LEAD schools have consistently turned in clean audits with no findings.

The original LEAD Academy High School just graduated its second class of students where 100% of the graduating class was accepted to a 2 or 4 year college. Cameron College Prep is on track to reach the top 25% of schools in the state within the next 5 year. Brick Church College Prep has moved from the bottom 5% of schools to the middle third in the state within just two years. It is on track to be in the top 25% of schools within the next five years as well. LEAD Prep SE is the highest performing school in the LEAD network and is a level 5 school in terms of growth.

Analysis – The Portfolio Review and Performance Record meet the standard for approval because the review team found compelling evidence that LEAD Public Schools has the academic, operational and financial capacity to extend Cameron College Prep to a school that includes grades 5-12 inclusive. The review team is confident that LEAD’s thoughtful analysis of the needs of the students, its chosen school leader, and its strong financial position point to a sustainable and successful school.
Phase II

Academic Benchmarks

Plan Summary – The primary academic benchmarks as presented by LEAD Public Schools are:

- 95% or higher attendance
- Enrollment of 140 students or higher
- TVAAS Growth Scores of 4 or 5 yearly (1-5 scale)
- EOC scores at or above the district average
- MNPS Academic Performance Framework ranking based on 3 year average of satisfactory (minimum) or achieving or excelling (preferred)
- Average ACT score of each graduating class above district average and growing to 21 or higher over time
- 100% acceptance to a 2 or 4 year college for students with a regular diploma.

Analysis – The Academic Benchmarks meet or exceed the standard for approval because they increase the number of excelling schools in the district and the review team believes LEAD has the internal capacity, staffing plan, professional development and teacher pipeline to achieve and sustain an excellent high school.

Cameron College Prep has consistently improved its academic performance each year since the beginning of the conversion, and is on the upward trajectory towards academic excellence.

Diversity Plan

Plan Summary – Cameron College Prep has a high population of EL students and has responded by embracing the cultural diversity and beginning to create a Newcomer Academy. LEAD Public Schools also serves a large number of special education students and students from low income households. The application very specifically indicated LEAD would embrace the MNPS diversity measures.

Analysis – Cameron College Prep meets the standard for diversity by qualifying as a diverse school for the last two years in Income, Language, and Disability and also Racial/Ethnic. The review team is confident this trend will continue with the addition of a high school, as CCP will draw its high school students from the same geographic zoned population as the current students.
Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Recommendation Report

East End Preparatory Amendment to Add Grades 6-8

Submitted By: Martha O'Bryan Center

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Larry Miles, Data Coach, MNPS, larry.miles@mnps.org
Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools that can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough. The MNPS process has gained both state-wide and national recognition as rigorous, thorough, fair and impartial.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, as described below:

- **Proposal Overview**
  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the three major areas of plan development
  - **Academic Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
  - **Operations Plan** – Includes governing body; governing board composition; governance structure; management and operations; staffing; Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
  - **Financial/Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan, payroll, fundraising, compliance with state and federal reporting requirements
  - **Final Capacity Analysis Summary** – Review and recap of all three areas – academic, operations, and financial – with emphasis on the reasons for recommending approval or denial

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all three areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name:  East End Preparatory Amendment adding grades 6-8 (opening in 2017)

Mission and Vision:  Mission: East End Preparatory prepares scholars for college degree completion and success in the competitive world beyond, through academic excellence and cultivating habits of the mind that promote strength of character and intellect.

Vision:  Success is not only defined by academics, but by holistic child development. East End Preparatory’s approach combines excellence in academics, character and virtues, the arts, and sports to provide an unmatched education in preparation for college and beyond.

Proposed location:  1460 McGavock Pike

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
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<tr>
<td>At Capacity</td>
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<td>300</td>
<td>6-8</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan

Meets

This includes the entire plan for the academic program including at-risk and ELL students

Operations Plan

Meets or Exceeds

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included is school staffing, start-up and operations, performance management systems and facilities plans

Financial/Business Plan

Meets

This includes the start-up budget, operating budget and budget notes and assumptions

Capacity Analysis Summary

Meets

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school
Phase II Absolute Priorities

Academic Benchmarks

**Recommendation: Approve**

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

**Recommendation: Approve**

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

**Recommendation: Approve**

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Management Conversion

**Recommendation: Approve**

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2014; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present

Continuation/Additional Grades for Existing Operators

**Recommendation: Approve**
New school will open a high school pathway with priority enrollment for all students matriculating from an existing middle school managed by the same operator; existing middle school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.
Academic Plan

Plan Summary – East End Elementary is an approved K-5 school located in the Stratford Cluster in East Nashville and sponsored by the Martha O’Bryan Center. It is proposing to add grades 6-8 to its already existing school beginning in 2017. East End proposes to continue their core principles of achieving educational excellence with a Personalized Learning Plan (PLP) developed for each student in conjunction with the family. The PLP becomes a living document that is re-visited several times each year. It is also used as an extension of the 504 and IEP process.

East End has a bold curriculum supported by research and a plan for implementation. All core courses are standards based and backwards planned to align with the most current and rigorous college ready standards available. Teachers received significant professional development with intentional collaboration times built into their day.

East End will utilize the flipped classroom approach that involves providing students with different avenues to acquiring content; to processing, constructing or making sense of ideas; and to developing teaching materials and assessment measures so that all students can learn effectively.

East End outlined aggressive strategies for utilizing RTI2 as a way to support struggling students and also described a plan for ELL students.

Analysis – The Academic Plan meets the standard for approval because, the performance record of the students thus far and the satisfaction of the families at the school are both strong, and the innovative design of the flipped classroom should serve the middle school population well. The school has contingencies in place for students who lack stationary internet access at home, and mobile solutions are part of the overall plan.

- East End has provided a clear and specific implementation timeline for the Flipped Classroom Model, including the identification of classroom and organizational milestones for the strategy for year 1 through 4 and beyond.
- The initial implementation strategy begins small, focused on piloting the Flipped Classroom approach in 1-2 lessons per unit, eventually extending to multiple lessons per unite, the following year, followed by the integration of this strategy within whole instructional units.
- The flipped classroom strategy outlines specific approaches that will be used to ensure 100% of students have access to the proposed model, including the proposed use of jump drives (for homes without technology access) and the addition of a dedicated homework club, after school, that includes provisions for transportation, as well as a back up plan in collaboration with the Martha O’Brien center.
- The proposal includes a smart professional development strategy to support the gradual implementation of the proposed instructional method.
The proposal provides evidence of a very rich, student centered culture that incorporates well regarded benchmarks for social emotional learning.

**Operations Plan**

**Plan Summary** – The East End Preparatory governing board will continue with the addition of the additional grades. The East End governing board consists of ten (10) members, with a variety of expertise and skill sets, plus two parent members.

East End Preparatory currently occupies the old Dalewood school building at 1460 McGavock Pike, and has extended their lease with MNPS to ten (10) years. Transportation is contracted out to Grayline and East End partners with MNPS to deliver food service to all students.

Staffing plans include new positions of a K-3 principal and a 6-8 principal along with new teaching positions to support the growth of the school.

**Analysis** – The Operations Plan meets or exceeds the standard for approval as it describes a robust, strong operational plan. The governing board is composed of well qualified individuals that reflect the diversity of the student population being served. The start-up timeline is comprehensive and detailed, consisting of different schedules for organizational development, academics, culture, facilities and operations.

The current facility is more than adequate to support the growth of an additional three (3) grade levels, and the fact that the organization has secured a ten (10) year lease serves to increase the stability of the school.

Job descriptions are provided for key personnel, with roles and responsibilities including a detailed staffing overview for the expansion. Roles are clearly defined and delineated. The salary structure provides a way to earn bonuses of up to 10% and there is a clearly defined leadership and teacher pipeline.

The school outlines a comprehensive professional development plan for teachers, and provide an annual development calendar outlining curricular planning, coaching, and team evaluation times.

Transportation is outsourced to Gray Line Transportation, and the school outlined realistic plans to expand their service to accommodate the additional grade levels.

Food service is provided in conjunction with MNPS and East End participates in the Community Eligibility Program.
Financial/Business Plan

Plan Summary – East End’s five year budget outlook assumes an operating budget that doubles, from $4.76 million to $8.93 million. East End has a financial reserve of $650,000 in fiscal year 2016.

East End has turned in a clean audit each year of operation with no findings and has consistently been in the “excelling” range on the MNPS school report card financial framework section.

Analysis – The Financial Plan meets the standard for approval because:

- There is a balanced allocation of resources to ensure a net surplus for all organizational years of operations, including a sufficient financial reserve.
- East End provided a strong rationale and overview for the re-allocation of resources at the elementary school level, in order to ensure a high level of support and staffing is present, beginning day 1 of the proposed middle school launch.
- East End provided a detailed capacity to increase enrollment by at least one student per grade level, based on a multi-year operational history that is consistently five to six students above capacity, per grade level.
- East End provided sound fiscal rationale for the elimination of two duplicative organizational positions at the elementary school level, increase the capacity for middle school staffing, specifically focused on Response to Intervention.

Capacity Analysis Summary

Analysis – East End Prep meets standard in all areas needed for approval of the additional grades 6-8. The academic plan is bold and innovative, and the implementation plan for the flipped classroom approach and response to intervention is strong. Financial and operational capacities of the school are at or above performance framework metrics.

The track record of the school to this point is exemplary, and the families in the school are eager to ensure a continuous pathway through eighth grade. The school can be housed in its current facility, for which it has secured a 10-year lease.
Phase II

Academic Benchmarks

**Plan Summary** – The primary academic benchmarks as presented by East End Prep are:
- 97% or higher attendance
- 80% proficient or advanced in Reading and Math TNReady Assessments
- Ambitious achievement on ACT Aspire
- 95% satisfactory on end of year portfolio measuring SEL standards
- At least 70% of each incoming class to remain at EEP through 8th grade

**Analysis** – The Academic Benchmarks meet or exceed the standard for approval because they increase the number of excelling schools in the district and the review team believes East End Prep has the internal capacity, staffing plan, professional development and teacher pipeline to achieve and sustain an excellent school.

Diversity Plan

**Plan Summary** – East End Prep has embraced and included the MNPS Diversity Management Plan goals for a diverse school in their core academic and organizational goals. Their fully articulate plan mirrors the MNPS plan in form and substance.

**Analysis** – East End Prep meets the standard for diversity by submitting a detailed and comprehensive plan in pursuit of the MNPS Diversity Management goals of reducing non-diverse schools in the district. Provision of transportation and growth into more diverse communities should enable the school to make progress over the terms of this charter.
Charter School Application Replication
Recommendation Report

KA@ The Crossings

Submitted By: Knowledge Academies, Inc.

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.
Phase III – Competitive Priorities

Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: KA @ The Crossings

Rationale for Expanding Current Network of Schools: KA @ the Crossings is committed to meeting the needs of traditionally underserved and diverse cultural community of Antioch. In the Antioch region, sixty percent (60%) of the students have achievement profiles significantly below the state average in Reading, Mathematics and Science. The ACT College Readiness indicators average in the region significantly lag district averages, and the geographic zone (Cane Ridge) is projected at over 110% capacity by 2017. KA @ The Crossings will provide even more students in this geographic zone the opportunity to attend a high-quality, academically achieving, diverse school.

Proposed location: Cane Ridge Cluster

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

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<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
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RECOMMENDATION

School Name: KA @ The Crossings

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity
Meets or Exceeds
If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity
Meets or Exceeds
A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity
Meets or Exceeds
Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record
Meets or Exceeds
Review of previous performance management reports – academic, operational, and financial
Phase II Absolute Priorities

Academic Benchmarks

Meets or Exceeds
New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

Meets or Exceeds
New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

Meets or Exceeds
New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Continuation/Addition of Grades for Existing Operators

Meets
New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

Plan Summary – Knowledge Academies @ The Crossings intends to mirror the flagship Knowledge Academy School, with grades 5-8, beginning with grade 5 in 2016. In May, 2014, Knowledge Academies was recognized as a National K-12 Model for College based on its transition plan to incorporate more personalized learning strategies. Additionally, Knowledge Academy was named a Tennessee Reward School for Academic Progress (top 5%). Over 50% of the first graduating class of 8th graders are projected eligible for academic college scholarships averaging over $10,000 per student totaling almost $500,000 in future, merit-based scholarships.

Analysis – The KA @ The Crossings academic plan meets or exceeds the standard for approval, as their academic plan is proven to raise academic achievement for their students. They have strong academic, social emotional and behavioral expectations for their middle school students and their model is very successful. According to the TCAP results in 2013-14 (the latest year available), 54.2% of KA scholars in grades 5-7 scored proficient or advanced in Mathematics; 50.5% were proficient or advanced in Reading/Language Arts; and 75.1% were proficient or advanced in Science. Additionally, 20.05% were projected to score 21 or higher on the ACT, which is higher than the district average.

KA @ The Crossings will measure and evaluate student progress frequently and is ready for the shift to TN Ready assessments. Classrooms are assessed every three weeks during the school year to ensure all instructors follow KA’s program for personalized learning for all students. Additionally, progress reports are sent home every three weeks to provide parents an update and to ensure any problem areas for students are caught and remediated early.

KA’s performance metrics for students are ambitious and strategically thought out to ensure maximum growth for every student. The following table outlines this strategy:

<table>
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<th>Metric</th>
<th>Measure</th>
<th>Timeframe</th>
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| High Academic Performance | -Minimum 10% annual increase in achievement on the TCAP (or new TN Ready tests)  
                          | -Maintain level 5 academic growth as determined by the Tennessee Value Added | Annual (Winter and Spring) |
| College Readiness       | Over 50% of all enrolled students are projected eligible for the Tennessee Hope Scholarship, Hope Aspire, General Assembly Merit, or Hope Access Grant | Annual (October/November) |
| Classroom Readiness     | <15% of students receive an incomplete grade below 75 Percent            |                    |
|                         | <15% of students demonstrate                                           |                    |
negative academic progress on formative assessments
<10 students identified as having less than a 97% daily rate of attendance
<5 students identified that average greater than 2 T.I.M.M.E zone referrals per week

Additionally, KA has a very well thought out mentoring and collaboration plan for new teachers, having established the Center for Personalized Learning in collaboration with multiple universities and agency partners. The center increases the capacity for all personnel in the following domains: Talent Development and Recruitment, Public Health and Social Work, Community Outreach, College Access, Innovation, Advanced Studies, & Intervention.

**Operational Plan and Capacity**

**Plan Summary** – KA @ The Crossings will be the third school in the Knowledge Academies organization to open if approved. Knowledge Academy Middle School opened in 2012, and KA High School was approved to open in August 2015. KA has worked with Freeland Management and this has resulted in a commitment of 80,000 square feet for the proposed expansion. The governing board consists of 12 members. KA @ The Crossings will open with grades 5-8 inclusive and 200 students (50 per grade level). The organization presented a five-year growth plan and intends to remain in the southeast Nashville area. Knowledge Academies outsources transportation and food service in accordance with all state and federal requirements.

**Analysis** – The operational plan meets or exceeds standard for approval because they have a very well-thought out growth model that includes supports for each school within their network. Their governing board is diverse and stable, and there is a solid plan in place to add even more expertise as the organization grows. Knowledge Academies has hired a deputy director with vast experience in English Language Learners and their families, which will help solidify and expand their outreach into the community. Knowledge has secured a suitable facility and has signed a long term lease already. Additionally, they have also secured the funding necessary to continue building robust teacher and leadership pipelines both from within and without the organization. The review team believes the staffing model to be adequate for the growth of the organization over the next five years.
Financial Plan and Capacity

Plan Summary – Knowledge Academies submitted detailed financial assumptions as well as a five year budget with contingency plans in the event of a financial downturn. The organization also submitted the prior audits done as a part of the required financial performance of charter schools, as well as the 24 month cash flow projections and detailed budget forms.

Analysis – The financial plan meets or exceeds the standard for approval because the budget assumptions are aligned with the actual budget documents, along with the previous audits and cash flow projections. All financial documents meet or exceed the formulas found in the MNPS Financial Performance Frameworks and are aligned with each other and with the academic and operational plans.

Knowledge Academies submitted detailed contingency plans in the event of a financial downturn, in which several personnel functions could be consolidated without significantly impacting the high quality delivery of core operational and instructional functions.

Portfolio Review/Performance Record

Summary of Performance – Knowledge Academies has been a top academic performer from the time they opened their doors in 2012. They consistently have been a reward school and have met their academic and operational goals with fidelity and great success. The organization will open their high school in 2015 with 9th grade and build one grade per year until 12th grade. Knowledge Academy has consistently received large grants from such funders as the Bill and Melinda Gates Foundation, William and Flora Hewlett Foundation, Council of Chief State School Officers, International Association for K-12 Online Learning, League for Innovation in the Community College and the Charter School Growth Fund which enables them to extend their reach and scale their successful model to include more students. The organization is an integral part of the southeast Nashville community where they are located and they have been an integral part of the District-Charter Collaborative.

Analysis – A review of Knowledge Academies’ records shows a school that has consistently raised the academic achievement of its students, managed its operations well, and produced conservative budgets and clean audits each year.

The following practices set Knowledge Academies up for continued success and performance at a high level:

- A team based approach to creative problem solving, with team members focused on student success
- A rigorous staff application and interview process that helps determine very close alignment with the values, mission, and purpose of the school
- Consistent monitoring and review of monthly to bi-monthly results on standardized assessments, including establishment of specific improvement goals for each teacher
- A small and personal leaning environment for students
- A very active Family Council that supports grade level and school-wide initiatives
- Longer school days with numerous opportunities built-in for student supports, along with Saturday school opportunities that involve both students and families and provide community building activities
- Sufficient planning time for teachers and grade level teams to meet and plan daily
- Extensive use of technology such as Google docs and Engrade to communicate all school grades and activities to parents, in addition to workshops to assist parents and keep them up to date on the progress of their students
- Daily schedules that adjust to meet the individual needs of students, including English Language learners and students with disabilities.
- Implementation of the Critical Friends review and reflection process associated with the National School Reform Faculty. The KA team consists of multiple certified trainers for Critical Friends.
Phase II

Academic Benchmarks

Plan Summary – Knowledge Academies sets rigorous academic benchmarks and through their experience with their first school, has actually strengthened them. They are:

<table>
<thead>
<tr>
<th>Metric</th>
<th>Measure</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| High Academic Performance     | -Minimum 10% annual increase in achievement on the TCAP (or new TN Ready tests)  
                              | -Maintain level 5 academic growth as determined by the Tennessee Value Added | Annual (Winter and Spring)     |
| College Readiness             | Over 50% of all enrolled students are projected eligible for the Tennessee Hope Scholarship, Hope Aspire, General Assembly Merit, or Hope Access Grant | Annual (October/November)      |
| Classroom Readiness           | <15% of students receive an incomplete grade below 75 Percent  
                              | <15% of students demonstrate negative academic progress on formative assessments  
                              | <10 students identified as having less than a 97% daily rate of attendance  
                              | <5 students identified that average greater than 2 T.I.M.M.E zone referrals per week | Per grading periods (September, December, February, May) |

Additionally, Knowledge Academies provided academic goals that are mission specific:

<table>
<thead>
<tr>
<th>Goals</th>
<th>Measure</th>
<th>Targets</th>
</tr>
</thead>
</table>
| % of students scoring above the ACT Explore National Average (grade 8) | ACT Explore Test (grade 8)           | 2016 – 40%  
                              |                                      | 2017 – 45%  
                              |                                      | 2018 – 50%  
                              |                                      | 2019 – 60%  
                              |                                      | 2020 – 70%  
                              |                                      | 2021 – 75%  |
| % of students projected eligible for the TN Hope Scholarship, including the Hope Aspire, Hope Access, and Hope Merit Awards | ACT Explore Test (grade 8)           | 2016 – 55%  
                              |                                      | 2017 – 65%  
                              |                                      | 2018 – 70%  
                              |                                      | 2019 – 75%  
                              |                                      | 2020 – 80%  
                              |                                      | 2021 – 85%  |

Analysis – The Academic benchmarks meet or exceed the standard for approval because they are ambitious, attainable and Knowledge Academies already has a proven
track record for reaching their academic benchmarks and goals. The school presented a comprehensive plan for improvement should academic indicators fall below their expectations, with specific strategies and actions outlined.

**Diversity Plan**

**Plan Summary** – KA @ The Crossings will continue to attract the diverse population of students that reflect the Antioch area in which they are located. Knowledge Academies participates in the MNPS Common Application process, and is supportive of the MNPS diversity plan as outlined by the MNPS Board of Education. Knowledge Academy has been recognized by MNPS as a diverse school, with at least three demographic groups, each representing 15% or more of enrollment, and according to the 2013 State Report Card, exceed the district averages for English Language Learners as well as economically disadvantaged students.

**Analysis** – The diversity plan meets or exceeds standard for approval because Knowledge Academies has a strong plan for continued diversity in students, staff and board members. The following table shows them to be a diverse school under the MNPS definition:

<table>
<thead>
<tr>
<th></th>
<th>African American</th>
<th>Caucasian</th>
<th>Hispanic</th>
<th>Income (ED/FRL)</th>
<th>Language (ELL)</th>
<th>Disabilities (Students with Disabilities)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge Academies</td>
<td>42%</td>
<td>26%</td>
<td>32%</td>
<td>81%</td>
<td>18%</td>
<td>12%</td>
</tr>
</tbody>
</table>

Additionally, nearly 1/3 of Knowledge Academies staff are bi-lingual, reflecting intentional hiring practices that take into account the cultural diversity of the Antioch area and needs of the families served. Over 1/3 of the staff live within a five-mile radius of the school, and the school is committed to maintaining a professionally and culturally diverse workforce.

The Knowledge Academies governing board is a very diverse group, both professionally and culturally. The review team was impressed with their commitment to the students and families and also to the community they serve.

The review team is also impressed with the number of outreach activities into the community, including sports teams, high levels of family volunteer involvement, and stakeholder commitment, which gives them a high degree of confidence that the school will continue to strive for diversity on all levels.
Phase III

Growth/Demand

Plan Summary – Knowledge Academies serves the Antioch area with an already successful middle school and a planned high school beginning in 2015. The predominant cluster served by Knowledge Academies is the Cane Ridge Cluster, one of the fastest growing regions in Davidson County. As verified by the MGT audit, the following table represents the growth in this area:

<table>
<thead>
<tr>
<th>High School Clusters</th>
<th>Enrollment #2013-14</th>
<th>Projected Enrollment #2017-18</th>
<th>Capacity</th>
<th>Increase</th>
<th>Current % 2013-14</th>
<th>Projected % 2017-18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cane Ridge</td>
<td>1,669</td>
<td>1,800</td>
<td>1,669</td>
<td>131</td>
<td>100%</td>
<td>107.8%</td>
</tr>
<tr>
<td>Middle School Clusters</td>
<td>Enrollment #2013-14</td>
<td>Projected Enrollment #2017-18</td>
<td>Capacity</td>
<td>Increase</td>
<td>Current % 2013-14</td>
<td>Projected % 2017-18</td>
</tr>
<tr>
<td>Cane Ridge</td>
<td>1,503</td>
<td>1,850</td>
<td>1,670</td>
<td>347</td>
<td>90%</td>
<td>110.8%</td>
</tr>
<tr>
<td>Elementary Clusters</td>
<td>Enrollment #2013-14</td>
<td>Projected Enrollment #2017-18</td>
<td>Capacity</td>
<td>Increase</td>
<td>Current % 2013-14</td>
<td>Projected % 2017-18</td>
</tr>
<tr>
<td>Cane Ridge</td>
<td>3,025</td>
<td>3,550</td>
<td>3,157</td>
<td>525</td>
<td>95.8%</td>
<td>112.4%</td>
</tr>
</tbody>
</table>

According to the 2015 MNPS Capital Improvement Budget, within the next five years, $52.2 million in capital construction projects are planned for the 37013 zip code to accommodate the growing student overcapacity demands. These include:

<table>
<thead>
<tr>
<th>Site</th>
<th>Cost</th>
<th>Students</th>
<th>Projected Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Cane Ridge Elementary</td>
<td>$19,900,000</td>
<td>800</td>
<td>2015</td>
</tr>
<tr>
<td>SE Nashville Early Learning Center</td>
<td>$1,800,000</td>
<td>7 New Classrooms</td>
<td>2015</td>
</tr>
<tr>
<td>New Antioch Cluster Middle School</td>
<td>$21,500,000</td>
<td>1,000</td>
<td>2018</td>
</tr>
<tr>
<td>Antioch High School (New Classrooms)</td>
<td>$4,500,000</td>
<td>12 New Classrooms</td>
<td>2019</td>
</tr>
<tr>
<td>Cane Ridge High School (New Classrooms)</td>
<td>$4,500,000</td>
<td>12 New Classrooms</td>
<td>2019</td>
</tr>
</tbody>
</table>

Knowledge Academies is committed to serving as a strategic partner with MNPS in support of overcapacity demands.

Analysis – The Growth/Demand plan meets or exceeds the standard for approval because in light of the projected growth and overcrowding of the Cane Ridge Cluster, as outlined in both the MGT Report, and MNPS’ own Capital Improvement plans,
Knowledge Academies offers a solution that is strategic and already has a proven academic, operational and financial track record. Their status as a reward school and an integral part of the community they serve offers confidence that this additional middle school not only alleviates overcrowding, but saves capital improvement dollars for additional projects.
LEAD Public Schools

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

**LEAD Conversion School #1**

*Submitted By: LEAD Public Schools*

**Evaluation Team**

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office...
of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: LEAD Conversion # 1 (to open in 2016)

Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

Enrollment Projections

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>140</td>
<td>140</td>
<td>5</td>
</tr>
<tr>
<td>Year 2</td>
<td>280</td>
<td>280</td>
<td>5-6</td>
</tr>
<tr>
<td>Year 3</td>
<td>420</td>
<td>420</td>
<td>5-7</td>
</tr>
<tr>
<td>Year 4</td>
<td>560</td>
<td>560</td>
<td>5-8</td>
</tr>
<tr>
<td>Year 5</td>
<td>685</td>
<td>685</td>
<td>5-9</td>
</tr>
<tr>
<td>Year 6</td>
<td>795</td>
<td>795</td>
<td>5-10</td>
</tr>
<tr>
<td>Year 7</td>
<td>900</td>
<td>900</td>
<td>5-11</td>
</tr>
<tr>
<td>Year 8</td>
<td>1000</td>
<td>1000</td>
<td>5-12</td>
</tr>
<tr>
<td>Year 9</td>
<td>1000</td>
<td>1000</td>
<td>5-12</td>
</tr>
<tr>
<td>Year 10</td>
<td>1000</td>
<td>1000</td>
<td>5-12</td>
</tr>
<tr>
<td>At Capacity</td>
<td>1000</td>
<td>1000</td>
<td>5-12</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name: LEAD Conversion

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity
Meets

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model.

Operations Plan and Capacity
Meets or exceeds

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable).

Financial Plan and Capacity
Meets or exceeds

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record
Meets

Review of previous performance management reports – academic, operational, and financial.

Diversity Management
Meets or Exceeds

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville.
Academic Plan Design and Capacity

Plan Summary – LEAD Public Schools proposes to replicate their current conversion school, Cameron College Prep. Cameron College Prep has a proven success record, having been named as a reward school for progress by the State of Tennessee last year. The key academic features for the conversion school will not differ from the existing LEAD schools. The core elements of the LEAD academic plan are:

- Small schools and integrated 5-12 grade levels
- Rigorous academics – college preparation curriculum
- Extra time in school – one extra week per year
- Commitment to Arts, Athletics, and Extra-Curricular Activities – LEAD provides opportunities for activities that are crucial components to a well-rounded education
- Gender based advisories – all students assigned to a small advisory group of 12-16 students called “Crew”, that is led by the same staff member for the entire year
- Technology as a learning tool – blended technologies for all students, moving towards 1:1 computing
- College focused culture – all students participate in college visits, beginning in 5th grade. They also research colleges, sit in on college level classes, meet students from various colleges, and receive application support
- LEAD Ethos – students paired with caring adult and provided a venue to develop personal engagement and advance social and emotional skills.

LEAD will guarantee all students within the zone of the school to be converted will be accepted at any time of the year and will also open any available seats to non-zoned families.

In addition, LEAD has set performance goals of: 95% attendance, enrollment of 140+ students, TVAAS growth scores of 4-5 on a 5 point scale, TCAP scores at or above the district average by 8th grade, MNPS Academic Performance Framework ranking based on a three year average of satisfactory or above, Average ACT score of each graduating class above the district average and growing to 21 or higher over time, and 100% acceptance to a 2 or 4 year college for students with a regular diploma.

Analysis – The LEAD Conversion plan meets the standard for approval.

However, while the stated reason for the conversion is to partner with MNPS to convert a priority middle school, the priority schools in MNPS are entering the iZone and there is no articulated plan for identifying schools eligible for conversion within MNPS. The Charter Schools Office does not have authority to identify schools.

Additionally, this conversion application is one of four submitted during this application cycle, as well as an additional seven conversion schools applied for through
the Achievement School District. There is a concern about the organization’s capacity to continue the same levels of high achievement while trying to expand by adding one or more schools per year. Although the organization has addressed attracting and retaining strong school leaders through its residency program the team is concerned that such rapid growth may dilute the ability of the organization to attract and retain enough strong, effective leaders and teachers.

The review team was clear in expressing that it had confidence in LEAD’s ability to manage one but not multiple new conversions.

**Operational Plan and Capacity**

**Plan Summary** – LEAD Public Schools is a charter management organization with a nine (9) member governing board that meets every two months to review financial data. LEAD has traditionally provided transportation either through its own fleet of buses, or in partnership with MNPS to lease buses. That will continue in the conversion school. Food service is done in partnership with MNPS and facilities will not be an issue as a conversion school works within the existing building. LEAD has a central office with human capital, accounting, technology, and design supporting each school team.

**Analysis** – The operational plan meets the standard for approval because the review team is convinced there is a strong, diverse governing board that has clearly demonstrated accountability and has shown the ability to address any concerns that arise. LEAD Public Schools has a very strong partnership with MNPS, and shows a history of executing on increased academic outcomes for students. Where those results are not as good as expected, the LEAD team has demonstrated the ability to adapt, regroup, and implement necessary changes.

There is a clear leadership pipeline, especially with the addition of the leadership residency. The review team does express the concern that rapid growth by the organization could dilute or erode this pipeline too quickly if they are opening a school per year for the next three years.

There is a well-thought out staffing plan for the Nashville schools, and a professional development plan for teachers that includes 10 full days, a mid-year retreat, weekly staff development, and new teacher orientation.
Financial Plan and Capacity

Plan Summary – LEAD’s financial model evidences conservative estimates of staffing levels, expenses and enrollment, as well as the generation of substantial cash resources to support changes as they occur. LEAD has built-in internal controls based on charter school best practices, and a sub-committee of the governing board oversees all financial aspects. The bulk of accounting and financial functions are outsourced to a third party provider. There is a contingency plan to delay opening new schools in the event of extreme cash flow deficits, but at present, LEAD has net assets of $4.7 million and cash on hand of over $4 million.

LEAD has had clean audits each year since opening their first school.

Analysis – The financial plan meets the standard for approval because their financial health is strong and internal controls are in place with board oversight. Additionally, LEAD has secured $4 million in federal funds to fund their growth plan.

The budget is built entirely on the state and local student funding, although LEAD has secured grants through several large organizations, including the Michael and Susan Dell Foundation, Charter School Growth Fund, Scarlett Family Foundation, and First Capital. The organization is applying for SIG funds in 2015-16.

The review team was not able to assess the financial impact of any additional schools opened through the ASD.

Portfolio Review/Performance Record

Summary of Performance – The LEAD organization is strong both organizationally and financially, as evidenced by the attached school report card. All of their schools except one have significantly raised the academic outcomes of their students, and they have just graduated their second group of seniors who have 100% acceptance to either a 2 or 4 year college.

Historical trends shows high levels of student growth over time within all LEAD schools except LEAD Middle. LEAD has demonstrated the ability to identify any negative trends in academic performance and invest the resources necessary to address those trends, as is evident at Cameron College Prep, which was named a rewards school four years after the turnaround efforts began.

Analysis – The Portfolio Review shows an organization with strong operational and financial tendencies and a very aggressive growth plan. LEAD has scored well on the
MNPS Academic Performance Framework with the exception of one school, and significantly changes have been made to that school.

The concerns of the review team center around the fact that there has been no evidence given of an established need or capacity for multiple, conversion schools.

Finally, while the review team sees evidence of strong financial and operational practices, they were not able to review the finances or see the organizational structure with the addition of seven (7) schools with the Achievement School District. That addition could easily stretch the organization beyond its limits and dilute both the leadership and teacher pipelines.

In light of a full review, the review team expresses confidence in LEAD’s capacity to open one conversion school provided MNPS identifies an eligible school. The team does not believe it is in the best interests of students, families or the community to approve multiple conversion schools at this time.

**Diversity**

**Plan Summary** – LEAD Public Schools embraces the MNPS diversity measures, and has a plan in place to ensure all its schools meet the diversity goals as set by the district.

**Analysis** – The LEAD Public Schools latest school report cards list the following diversity rankings for each of their schools:

Cameron College Prep – meets the definition of a diverse school in the areas of both Racial/Ethnic and I/L/D.

Brick Church College Prep – does not meet the definition of a diverse school by either measure

LEAD Academy (5-12) – meets the definition of diversity under I/L/D, but not Racial/Ethnic

LEAD Prep SE – meets the definition of diversity in both areas – Racial/Ethnic and I/L/D.
Recommended Denials: New Starts

KIPP Nashville Primary

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication
Recommendation Report

KIPP Nashville Primary

Submitted By: KIPP Nashville

Evaluation Team

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  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.
Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: KIPP Nashville Primary

Rationale for Expanding Current Network of Schools: KIPP Nashville Primary is designed with the needs of students who come from low-performing schools and may be behind grade level in reading and/or math, and/or require intervention to meet and exceed standards. In Nashville, these students are largely low-income and/or students of color. Because the capacity to meet these needs is a foundation of the model (data-driven decision making, robust time and capacity for intervention, and differentiation as a core element of instruction), KIPP Nashville Primary is designed with the capacity to meet the diverse needs of a diverse population by expanding access to a proven high-performing college-prep program in a community currently without such options.

Proposed location: KIPP Nashville Primary will partner with MNPS to identify a community with limited access to high-performing, college-prep schools as the target community for the school.

Enrollment Projections

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<thead>
<tr>
<th>Academic Year</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>200</td>
<td>200</td>
<td>K-1</td>
</tr>
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<td>Year 2</td>
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<td>K-4</td>
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RECOMMENDATION

School Name: KIPP Nashville Primary

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Partially Meets

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity

Partially Meets

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity

Partially Meets

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Does Not Meet

Review of previous performance management reports – academic, operational, and financial
**Phase II Absolute Priorities**

**Academic Benchmarks**

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

**Diversity Management**

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

**Phase III Competitive Priorities (one or more of three)**

**Growth/Demand**

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

**Management Conversion**

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2015; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present

**Continuation/Addition of Grades for Existing Operators**

**Recommendation**

N/A

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Thank you again for taking the time to submit a letter of intent to open a charter school in Nashville. This is an exciting time for students in our district and we are looking forward to reviewing your application.

In that spirit, we want to offer you and your board leadership an opportunity to share the contours of your vision with members of the MNPS Board of Education and representatives of the Office of Innovation.

While not a part of the formal application process, this is a wonderful chance to speak to us about your proposed school.

We will be meeting on Monday, February 24 in the MNPS Board Room, and will take no more than 20 minutes of your time. Please bring only your board chair, or if he/she is not available, another knowledgeable member of your board. Your time is 9:00 a.m. We will ask you to spend no more than five (5) minutes introducing your concept, making sure to...
New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

Plan Summary – KIPP Nashville Primary will be the fifth school opened and managed by KIPP in Nashville and in partnership with MNPS. The academic plan for the new elementary school will not differ significantly from the plan approved in a prior application cycle, but proposes to open in a different community from that currently served by KIPP Nashville. The application proposes to work with MNPS to find an appropriate location. As designed, KIPP Nashville Primary will be positioned to:

- Advance academic performance of students that underperform over multiple years on the Academic Performance Framework (APF) through location in a community with persistently low-performing schools and recruitment of students who are zoned for persistently low-performing schools.
- Will add to and not diminish the number of schools with student enrollment diversity in Nashville by leveraging its network and local reputation to recruit from geographically close, diverse communities.
- Account for and advance identified needs in the context of recently approved new schools (district and charter) that may be growing to address those needs by providing increased to a high-performing, college-preparatory feeder pattern (including prioritized admission to a KIPP high school) for students who are currently without convenient access to such schools.

Analysis – The KIPP Primary proposal partially meets standard, in that it is a replication of an already approved elementary school. One of those schools, however, has been deferred to open in 2017. The written application shows this third primary school planning to open in 2016 (p. 6), but the committee was told that 2017 would be the first year of operation. It is possible that the difference in timing impacts the budgetary deficits below, but the committee believes it is important to get the plan’s timing ad budget right before recommending approval.

KIPP has a long-established track record for opening successful middle schools, and their work at Kirkpatrick elementary has been celebrated so far. Clarification of the opening timeline and its connection to the budget certainly seems possible upon resubmission.
Operational Plan and Capacity

Plan Summary – KIPP Nashville has successfully opened and operated two middle schools and one high school to date. Additionally, KIPP Nashville is opening KIPP Academy Nashville Elementary School (KANES) at Kirkpatrick in 2015-16. An elementary school approved through MNPS prior to this application cycle will open in 2017. KIPP Nashville’s short-term vision for growth is to provide three communities K-12 programming in the form of three (3) primary schools, three middle schools, and one high school (an additional middle school has also been applied for in this application cycle).

The majority of the staff at KIPP Nashville and the leadership of KIPP Primary will be developed from within the organization, which has significant experience and demonstrated skill. KIPP Nashville has benefitted from planning support and refinement from the Charter School Growth Fund and KIPP National which has enabled the regional office to afford the expertise, capacity, structures and systems necessary for growth to be successful.

The current KIPP Nashville Board of Directors will be the governing body for the new school and will continue to operate in the same way as they currently do for the existing schools. No leader or facility has been chosen for the current primary school proposal.

Analysis – As presented, the operational plan partially meets standard. KIPP has deferred the opening of the already approved elementary school to 2017 due primarily to the lack of a strong school leadership candidate and additionally did not identify a school leader for the proposed new school. The review team is concerned that the aggressive growth plan for the KIPP network may outpace both the leadership and teacher growth pipelines, thus establishing a troubling pattern of approving schools that then continue to be deferred due to gaps in these areas.

A facility has not been identified, and the KIPP team indicates it will partner with MNPS to identify a surplus or under-utilized MNPS facility, which has worked out well for KIPP to date. The plan for locating the school is to partner with MNPS to find a location where the need exists. Unfortunatley, those areas that are most in need of new school capacity are also areas that do not offer surplus or vacant MNPS capacity suitable for KIPP to occupy, and the plans in this application do not account for this challenge. The budget assumptions are based solely on the MNPS lease price of $5.00 per square foot plus and additional $1.25 per square foot for any additional facilities costs (building maintenance, janitorial, utilities, etc.). If KIPP has to lease from another vendor, those costs could go up considerably and the assumptions do not yet reflect that contingency.
Financial Plan and Capacity

Plan Summary – The KIPP governing board oversees the financial operations of KIPP Nashville and works closely with the regional finance team to implement rigorous internal control policies.

KIPP Nashville has produced annual audits free of findings and financials that are reviewed by the governing board. Budget assumptions and five-year projections are given that include all incoming revenues and outgoing expenses. Historically KIPP Nashville has had significant success fundraising and has the capacity to meet the funding needs to offset operating costs as the school grows to scale. KIPP Nashville has received a $2 million gift from the Charter School Growth Fund, and has also historically received money from both the Walton Foundation and the Federal Charter School Program grant. KIPP anticipates receiving a total of $115,000 from the Walton Foundation over two years and another $450,000 from the Charter School Planning Grant over three years. Neither of these grants is included in the budget in order to ensure conservative numbers.

Analysis – The Financial plan partially meets standard due to the review team’s concern about the significant budget deficits during the first four (4) years of operation. The deficits as presented within the application are as follows and represent the ending fund balance:

Year 1 - $671,126
Year 2 - $805,199
Year 3 - $694,969
Year 4 - $270,998

Year to Year Surplus
2014 - $659,617
2015 - $730,730
2016 - $1,421,563
2017 - $1,094,284
2018 - $158,996
2019 - $191,191

While the review team believes KIPP has the fundraising capabilities to begin addressing these deficits, the Financial Performance Framework, developed by MNPS in conjunction with NACSA and MDS Advisors, and by which the financial health of charter organizations is calculated, indicates the following cash flow standard:

“Multi-Year Cash Flow = (Year 3 Total Cash) minus (Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash) minus (Year 1 Total Cash)"
**Meets Standard** • Multi-Year cumulative cash flow is positive and cash flow is positive each year, OR
• Multi-Year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive.” The budget presented within the application for KIPP primary does not meet that standard.

The same is true for unrestricted days cash. The standard set by the Financial Performance Framework requires a 60 day cash reserve, or between 30 and 60 days with a one-year positive trend. For schools in their first year of operation, 30 days unrestricted cash is the minimum expectation. Although KIPP stated in the interview with the review team their goal is to have a three (3) month (90 days) cash reserve, the submitted budget falls well below this goal.

The following table represents the capacity of the submitted budget to maintain a one (1) month, 30 day, cash reserve, based on the budget submitted:

<table>
<thead>
<tr>
<th>KIPP Network</th>
<th>Total Revenue</th>
<th>30 Day Cash Reserve Target</th>
<th>End of Year Budget Reserved</th>
<th>Difference from 30 Day Cash Reserve Target</th>
<th>Proposed Year of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$9,124,515.00</td>
<td>$760,376.25</td>
<td>$3,873,716.00</td>
<td>$3,311,339.75</td>
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<td>2015</td>
<td>$13,526,725.00</td>
<td>$1,127,227.08</td>
<td>$3,142,369.00</td>
<td>$2,015,141.92</td>
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</tr>
<tr>
<td>2016</td>
<td>$19,965,590.00</td>
<td>$1,663,799.17</td>
<td>$1,720,805.00</td>
<td>$57,005.83</td>
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<tr>
<td>2017</td>
<td>$26,526,676.00</td>
<td>$2,210,556.33</td>
<td>$626,521.00</td>
<td>($1,584,035.33)</td>
<td>Year 2</td>
</tr>
<tr>
<td>2018</td>
<td>$31,655,580.00</td>
<td>$2,637,965.00</td>
<td>$467,526.00</td>
<td>($2,170,439.00)</td>
<td>Year 3</td>
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<tr>
<td>2019</td>
<td>$35,541,426.00</td>
<td>$2,961,785.50</td>
<td>$658,716.00</td>
<td>($2,303,069.50)</td>
<td>Year 4</td>
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<tr>
<td>2020</td>
<td>$38,643,311.00</td>
<td>$3,220,275.92</td>
<td>$1,959,283.00</td>
<td>($1,260,992.92)</td>
<td>Year 5</td>
</tr>
</tbody>
</table>

These numbers represent the entire KIPP Nashville network, and are indicative to the review team of an organizational deficit that does not reflect sound contingency plans should revenues be lower than expected or costs higher.
Portfolio Review/Performance Record

Summary of Performance – KIPP Nashville has had a long and successful history with MNPS since 2005 when their first school, KIPP Academy, opened. They consistently score in the “Excelling” range on the MNPS charter school report card on the academic, operational and financial areas, and KIPP Academy was named a rewards school by the state for progress for the past two years (see attached MNPS School Report Card). After the initial KIPP Academy, KIPP Nashville has opened KIPP Nashville College Prep (2013) and KIPP High School (2014). They are scheduled to open KIPP @ Kirkpatrick in 2015 with grades K-1 and have been approved for an additional elementary school (grades K-4) which they have deferred until 2017.

KIPP National has an excellent training program for new school leaders with its Fisher Fellow program, and it has produced outstanding leaders for the KIPP Nashville schools.

Analysis – The KIPP Nashville past performance record and portfolio review indicates an organization that has proven successful in raising the academic achievement of its middle school students while relying on lean budgets and tight operations to control costs and avoid overruns.

However, this application does not presently meet the standard of review to open an additional school. While all of the above is true, the review team has overarching concerns with the budget as presented as well as questions concerning the timing of this application. The application shows large cash flow deficits and does not meet the financial performance framework criteria to insure financial stability and sustainability.

KIPP is a strong partner of MNPS, and while recommending approval of an application with substantial deficits in the budget is not advisable, we have every confidence that the organization will dig in to address the risky financial position that appears in this version of the application.

In summary, with an elementary school already approved in a prior application cycle and its opening deferred, time available to get the budget and contingency planning around facilities completed, and large cash flow deficits, the review team believes that opening this school at this time is not in the best interests of the parents, students, and community.

Getting it right before entering a 10 year contract is why our charter review process includes time for revisions and resubmission. KIPP has a great track record in Nashville of opening and operating successful schools. This round of applications missed the mark in terms of financial stability. The KIPP team has been doing this for a long time.
They have a lot of experience in our process and know what we expect from our schools. We hope they will take advantage of the opportunity to revise and resubmit their application.
KIPP Nashville Middle

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

KIPP Nashville Middle

Submitted By: KIPP Nashville

Evaluation Team

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.
Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for
weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

Phase II – Absolute Priorities
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

Phase III – Competitive Priorities
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: KIPP Nashville Middle

Rationale for Expanding Current Network of Schools: KIPP Nashville Middle is designed with the needs of students who come from low-performing schools and may be behind grade level in reading and/or math, and/or require intervention to meet and exceed standards. In Nashville, these students are largely low-income and/or students of color. Because the capacity to meet these needs is a foundation of the model (data-driven decision making, robust time and capacity for intervention, and differentiation as a core element of instruction), KIPP Nashville Middle is designed with the capacity to meet the diverse needs of a diverse population by expanding access to a proven high-performing college-prep program in a community currently without such options.

Proposed location: KIPP Nashville Middle will partner with MNPS to identify a community with limited access to high-performing, college-prep schools as the target community for the school.

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<td>190</td>
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RECOMMENDATION

School Name: KIPP Nashville Middle

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Meets or exceeds

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity

Partially Meets

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity

Partially Meets

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Partially Meets

Review of previous performance management reports – academic, operational, and financial
Phase II Absolute Priorities

**Academic Benchmarks**

Recommendation

N/A

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

**Diversity Management**

Recommendation

N/A

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

**Growth/Demand**

Recommendation

N/A

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

**Management Conversion**

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2015; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present
Continuation/Addition of Grades for Existing Operators

New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

Plan Summary – KIPP Nashville Middle will be the latest school opened and managed by KIPP in Nashville and in partnership with MNPS. The academic plan for the new middle school will not differ significantly from the plan approved prior to this submission and will open in a community currently in need of a high performing quality college pre-option in a community the MNPS Board designates as having the greatest need.

KIPP Nashville has adopted a blended learning strategy to provide increased individualization for each student using 1:1 Chromebooks during daily intervention time. Curricula such as Khan Academy and Achieve 3000 are utilized on this computer platform to supplement core curricular materials and provide computer adaptive, standards-aligned practice for each student in reading and math. Each grade level retains two ELA teachers, one math teacher, and one science/social studies teacher, which allows for a data-driven literacy block each day (in addition to the grade level ELA course).

Special populations, schedule, calendar, assessments and RTI2 approaches will remain the same as the other KIPP Middle schools already operating.

All KIPP schools are built on KIPP’s Five Pillars:

- High Expectations – clearly defined, measurable expectations for all students
- Choice and Commitment – All stakeholders make the choice to be part of the school community
- More Time – longer school day, week, and year; student and staff development each summer; allocation of instructional minutes prioritized to student needs
- Power to Lead – School leaders drive decision-making; flexibility to meet the needs of students and their community; support and development for leaders to leverage best practices from across the country
- Focus on Results – Objective data to measure progress and set goals; unrelenting focus on achievement for every student

Analysis – The academic plan meets the standard for approval, as KIPP has a proven academic model that has consistently been recognized by both MNPS and the State of Tennessee as one that is effective in achieving higher academic outcomes for students. KIPP Nashville is rapidly closing the achievement gap for low-performing students, and has a smaller gap across all subgroups that that of the state.

All three existing KIPP schools are largely comprised of low-income students of color and have a percentage of students who qualify for special education that is the same as or greater than that of the district average. Both KIPP Nashville middle schools were
designated as “Excelling” on the most recent MNPS school report card, and will increase the number of high performing schools in the district.

Operational Plan and Capacity

Plan Summary – KIPP Nashville has successfully opened and operated two middle schools and one high school to date. Additionally, KIPP Nashville is opening KIPP Academy Nashville Elementary School (KANES) at Kirkpatrick in 2015-16. An elementary school approved through MNPS prior to this application cycle will open in 2017 to partially complete the KIPP Nashville short-term vision for growth by providing three communities K-12 programming in the form of three (3) primary schools, three middle schools, and one high school (an additional middle school has also been applied for in this application cycle).

The majority of the staff at KIPP Nashville and the leadership of KIPP Middle will be developed from within the organization, which has significant experience and demonstrated skill. KIPP Nashville has benefitted from planning support and refinement from the Charter School Growth Fund and KIPP National which has enabled the regional office to afford the expertise, capacity, structures and systems necessary for growth to be successful.

The current KIPP Nashville Board of Directors will be the governing body for the new school and will continue to operate in the same way as they currently do for the existing schools. No leader or facility has been chosen for the current school proposal.

Analysis – As presented, the operational plan partially meets standard. The review team is concerned that the aggressive growth plan for the KIPP network is outpacing both the leadership and teacher growth pipelines, thus establishing a pattern of approving schools that may continue to be deferred due to gaps in these areas. KIPP states this as an area of risk for them as well in the application on page 18, and while we can appreciate KIPP’s willingness to wait to open until fully prepared, the written application does not reflect this intended timeline.

A facility has not been identified, and the KIPP team indicates it will partner with MNPS to identify a surplus or under-utilized MNPS facility, which has worked out well for KIPP to date. The plan for locating the school is to partner with MNPS to find a location where the need exists. Unfortunately, those areas that are most in need of new school capacity are also areas that do not offer surplus or vacant MNPS capacity suitable for KIPP to occupy, and the plans in this application do not account for this challenge. KIPP indicates it will need to find a long term facility option, however, and their business model does not currently include purchasing buildings. While leasing
from MNPS on a short term basis is feasible, there is no indication that a long term solution has been reached with MNPS.

However, the most concerning for the review team was the indication by the KIPP team in the interview that the middle school would not open until the 2019-20 school year. The written application indicates a pending school opening date of 2016. The review team is concerned that the application has been submitted too far in advance of the school opening. The written resubmission needs to include an accurate timeline for opening each school so that the budgetary contingencies can be accurately addressed.

Financial Plan and Capacity

Plan Summary – The KIPP governing board oversees the financial operations of KIPP Nashville and works closely with the regional finance team to implement rigorous internal control policies.

KIPP Nashville has produced annual audits free of findings and financials that are reviewed by the governing board. Budget assumptions and five–year projections are given that include all incoming revenues and outgoing expenses. Historically, KIPP Nashville has had significant success fundraising, and has the capacity to meet the funding needs to offset operating costs as the school grows to scale. KIPP Nashville has received a $2 million gift from the Charter School Growth Fund, and has also historically received money from both the Walton Foundation and the Federal Charter School Program grant. KIPP anticipates receiving a total of $115,000 from the Walton Foundation over two years and another $450,000 from the Charter School Planning Grant over three years. Neither of these grants is included in the budget in order to ensure conservative numbers. KIPP has also had fundraising success, with an average of $300,000 a year over its history in Nashville.

Analysis – The Financial Plan partially meets the standard because the review team found significant budget deficits in the first years of operation.

In attachment 6A – Budget Summary – KIPP Nashville Middle – Year to Year Surplus
Year 1: -$387,541
Year 2: -$188,111
Year 3: -$50,330

Ending Fund Balance
Year 1: -$387,541
Year 2: -$575,652
Year 3: -$625,982
Year 4: -$431,368
Year 5: -$456,916
Attachment 6d – 10 Year Network Budget
Year to Year Surplus
2014: -$659,617
2015: -$730,730
2016: -$1,421,563
2017: -$1,094,284
2018: -$158,996
2019: $191,191

During the review team interview and discussion, KIPP Nashville indicated a goal of maintaining a three months (90 days) cash reserve. The following table represents the capacity of the submitted budget to maintain a one (1) month (30 day) cash reserve, based on the budget submitted for review with the application.

<table>
<thead>
<tr>
<th>KIPP Network</th>
<th>Total Revenue</th>
<th>30 Day Cash Reserve Target</th>
<th>End of Year Budget Reserved</th>
<th>Difference from 30 Day Cash Reserve Target</th>
<th>Proposed Year of Implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>$9,124,515.00</td>
<td>$760,376.25</td>
<td>$3,873,716.00</td>
<td>$3,311,339.75</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>$13,526,725.00</td>
<td>$1,127,227.08</td>
<td>$3,142,369.00</td>
<td>$2,015,141.92</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>$19,965,590.00</td>
<td>$1,663,799.17</td>
<td>$1,720,805.00</td>
<td>$57,005.83</td>
<td>Year 1</td>
</tr>
<tr>
<td>2017</td>
<td>$26,526,676.00</td>
<td>$2,210,556.33</td>
<td>$626,521.00</td>
<td>($1,584,035.33)</td>
<td>Year 2</td>
</tr>
<tr>
<td>2018</td>
<td>$31,655,580.00</td>
<td>$2,637,965.00</td>
<td>$467,526.00</td>
<td>($2,170,439.00)</td>
<td>Year 3</td>
</tr>
<tr>
<td>2019</td>
<td>$35,541,426.00</td>
<td>$2,961,785.50</td>
<td>$658,716.00</td>
<td>($2,303,069.50)</td>
<td>Year 4</td>
</tr>
<tr>
<td>2020</td>
<td>$38,643,311.00</td>
<td>$3,220,275.92</td>
<td>$1,959,283.00</td>
<td>($1,260,992.92)</td>
<td>Year 5</td>
</tr>
</tbody>
</table>

While the review team believes KIPP has the fundraising capabilities to begin addressing these deficits, the Financial Performance Framework, developed by MNPS in conjunction with NACSA and MDS Advisors, and by which the financial health of charter organizations is calculated, indicates the following cash flow standard:

"Multi-Year Cash Flow = (Year 3 Total Cash) minus (Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash) minus (Year 1 Total Cash)
Meets Standard • Multi-Year cumulative cash flow is positive and cash flow is positive each year, OR
• Multi-Year cumulative cash flow is positive, cash flow is positive in one of two years, and cash flow in the most recent year is positive.” The budget presented within the application for KIPP primary does not meet that standard.

The same is true for unrestricted days cash. The standard set by the Financial Performance Framework requires a 60 day cash reserve, or between 30 and 60 days with a one-year positive trend. For schools in their first year of operation, 30 days unrestricted cash is the minimum expectation. Although KIPP stated in the interview with the review team their goal is to have a three (3) month (90 days) cash reserve, the submitted budget falls well below this goal.
Portfolio Review/Performance Record

**Summary of Performance** – KIPP Nashville has had a long and successful history with MNPS since 2005 when their first school, KIPP Academy, opened. They consistently score in the “Excelling” range on the MNPS charter school report card on the academic, operational and financial areas, and KIPP Academy was named a rewards school by the state for progress for the past two years (see attached MNPS School Report Card). After the initial KIPP Academy, KIPP Nashville has opened KIPP Nashville College Prep (2013) and KIPP High School (2014). They are scheduled to open KIPP @ Kirkpatrick in 2015 with grades K-1 and have been approved for an additional elementary school (grades K-4) which they have deferred until 2017.

KIPP National has an excellent training program for new school leaders with its Fisher Fellow program, and it has produced outstanding leaders for the KIPP Nashville schools. No leaders were introduced in this application.

**Analysis** - The KIPP Nashville past performance record and portfolio review indicates an organization that has proven successful in raising the academic achievement of its middle school students while relying on lean budgets and tight operations to control costs and avoid overruns.

However, this application does not meet the standard of review to open an additional school right now or approve the opening of a school up to 4 years from now. While all of the above is true, the review team has overarching concerns with the budget as presented. It shows large cash flow deficits and does not meet the financial performance framework criteria to insure financial stability and sustainability. Questions remain concerning the timing of this application. In the interview KIPP stated they would not open the middle school until 2019-20, while the written information indicates a 2016 opening date.

In summary, with an elementary school already approved in a prior application cycle and its opening deferred, time to get the budget and contingency planning around facilities completed, and large cash flow deficits, the review team believes that opening this school at this time is not in the best interests of the parents, students, and community.

Getting it right before entering a 10 year contract is why our charter review process includes time for revisions and resubmission. KIPP has a great track record in Nashville of opening and operating successful schools. This round of applications missed the mark in terms of financial stability. The KIPP team has been doing this for a long time. They have a lot of experience in our process and know what we expect from our
schools. We hope they will take advantage of the opportunity to revise and resubmit their application.
Phase II and III

Since the proposed school does not meet the Phase I capacity review, it does not move on to Phases II and III.
Rocketship #3

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication
Recommendation Report

Rocketship Nashville #3

Submitted By: Rocketship Education

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.
The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school
- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for
weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

Phase II – Absolute Priorities
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

Phase III – Competitive Priorities
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: Rocketship Nashville #3

Rationale for Expanding Current Network of Schools: Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

Proposed location: Southeastern Davidson County within the Overton, Glencliff, and Antioch clusters.

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>448</td>
<td>448</td>
<td>K-4</td>
</tr>
<tr>
<td>Year 2</td>
<td>504</td>
<td>504</td>
<td>K-4</td>
</tr>
<tr>
<td>Year 3</td>
<td>560</td>
<td>560</td>
<td>K-4</td>
</tr>
<tr>
<td>Year 4</td>
<td>560</td>
<td>560</td>
<td>K-4</td>
</tr>
<tr>
<td>Year 5</td>
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<td>K-4</td>
</tr>
<tr>
<td>Year 10</td>
<td>560</td>
<td>560</td>
<td>K-4</td>
</tr>
<tr>
<td>At Capacity</td>
<td>560</td>
<td>560</td>
<td>K-4</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Partially Meets

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity

Meets or Exceeds

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity

Meets or Exceeds

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Partially Meets

Review of previous performance management reports – academic, operational, and financial
Phase II Absolute Priorities

Academic Benchmarks

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Management Conversion

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2015; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present

Recommendation

N/A
Continuation/Addition of Grades for Existing Operators

New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

**Plan Summary** – Rocketship Nashville proposes to open their third elementary school with grades K-4. The academic plan will not differ significantly from the original Rocketship model. Rocketship’s instructional model is a teacher-led, technology-supported approach to personalized learning. Teachers leverage frequent assessment and learning lab data to group students for targeted instruction. Rocketship utilizes a unique integrated special education program, with special education teachers pushing into the classrooms to provide support and co-teaching. Teachers collaborate to provide greater differentiation for all learning. Rocketship provides a positive behavior intervention and support culture that promotes character development and offers social emotional curriculum to all students. Blended learning initiatives increase access to technology, self-paced curriculum and on-going real time data.

**Analysis** – The academic plan partially meets the criteria for approval because there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, they do not have TCAP scores to enable reviewers to explore accountability data. Additionally, the state replication application and guidance (issued prior to the 2015 application cycle) specifically indicate a replication application is appropriate only if a school is in at least year two (2) of operation so there is academic data to support expansion and to assist in evaluating the capacity of an organization to expand.

The review team found many areas of the academic plan to be strengths, including:
- Strong academic plan with double literacy blocks. Further explanation history of effectiveness of this approach further outlined in the review session.
- The plan for social-emotional learning was thoroughly and thoughtfully developed, including the intentional application of SEL practices throughout the day. Recess was defined as an avenue for authentic application of practices, with teachers required to be present at their recess periods to monitor opportunities of collaborative interactions and conflict resolution.
- Use of a learning lab was outlined within the application, and its use appears to supplement education rather than drive it completely.
- Review team felt the Professional Development Plan to be strong, including GLADE Training for social emotional development. There were, however, remaining questions related to how 250 hours of PD are incorporated into the school year.
- Rocketship’s approach to cases where there is a lack of parental involvement was outstanding. Data related to the number of hours parent volunteered at the school, participated in activities, etc. was viewed not as a hammer with which to threaten parents, but as a yardstick by which to measure the school’s ability to effectively engage families. The importance of parent involvement and well developed strategies were clearly communicated and included: Parent/Teacher Conferences occur 3 times per year. Utilizing parents for outreach, and strategies to foster increased parent...
participation such as meeting families in their homes or community centers as opposed to the school when schedules and/or transportation pose issues for the family.

### Operational Plan and Capacity

**Plan Summary** – Rocketship Tennessee schools are governed by Rocketship Education’s (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST). The governance structure will not change significantly with the addition of a conversion school. Rocketship has a local advisory board comprised of community members and parents of students attending the school.

The Rocketship model includes all grades beginning at the same time, with year 1 of the conversion estimated at 448 students. At capacity, Rocketship #3 will have 560 students.

The leadership team consists of a principal, two assistant principals, and a business operations manager. This is consistent with all Rocketship schools, including their first Nashville school which opened for the 2014-15 school year.

Staffing plans include salaries that average 20% above the local district and Rocketship will provide transportation and food service. Rocketship anticipates a 15% special needs population and the budgetary assumptions reflect these needs.

Organizational charts, start-up plans and job descriptions are included and recruitment and hiring plans are also presented. Rocketship outlines extensive professional development opportunities throughout the year.

**Analysis** - The Operational Plan meets the standard for approval because their operations model is well thought out and proven successful throughout the country. Additionally, the review team found these outstanding characteristics:

- Rocketship has a robust and well-developed talent pipeline. Applicants explained during the interview that not only do they have access to teachers trained in Rocketship’s methods here in Nashville, but they also have access to talent within the larger organization. Both the application and the interview indicated intentional development of staff as leaders
- The national Rocketship Education network is supportive to local schools
- The local advisory board has input into all aspects of the Nashville schools
- There is a well thought-out accountability system in place, with the use of a network health dashboard that monitors the health across a number of metrics including student achievement, staff satisfaction and staff retention
- Growth plans are viewed through the lens of a process called the Greenlight Process, which assesses Rocketship’s readiness to expand. Metrics include overall network
health, the network’s capacity to support growth, political and community support, financial commitments, affordable and safe school facilities, and an identified school leader capable of founding a new school and region

- Well thought out plans exist for choosing areas where school are low-performing and overcrowded.
- Both the written application and interview revealed the organization’s commitment to the principals as the instructional leaders at the school. A robust plan for operations provides support for school leaders so they can dedicate their full focus to instructional leadership.

**Financial Plan and Capacity**

**Plan Summary** – Rocketship’s strategy is to achieve educational outcomes while becoming self-sufficient on the allotted public dollars once its schools are fully operational. This financial requirement allows Rocketship to achieve its impact objectives while also providing a replicable and affordable blueprint for other district or charter schools who seek to adopt its approach.

The replication application indicates a consolidated budget and a fee schedule to schools that support the regional office. These fees are between 3% and 5% and amount to approximately $100,000 per school at full enrollment.

The network budget presents a positive cash flow and extensive assistance from the national and regional staff for start-up schools. Additionally, contingency plans to meet financial needs if anticipated revenues are not received or are lower than normal are listed.

**Analysis** - The Financial Plan meets the standard for approval because the applicant presents viable and realistic budgets for both their current network, a five-year growth plan, and for each school. The budget assumptions align with the proposed budget with reasonable, well-supported revenues and cost assumptions, including the amount and sources of all anticipated funds, property, and other resources.

Additionally, Rocketship has already secured $2.5 million from the Charter School Growth Fund to support replication in Nashville.

Both the budget and assumptions are aligned with the educational and operational goals outlined in the application and the review team has great confidence that Rocketship can successfully replicate their model and provide excellent educational outcomes for students.
Portfolio Review/Performance Record

**Summary of Performance** – Rocketship Education is in its first year of operation with its Rocketship Nashville Northeast Elementary school. Thus, there is no academic data available to the review teams, and the first school report card concerning Rocketship will not be complete until later in 2015. National data presented indicates Rocketship is in the top 5% of California districts serving low-income students. The average Rocketship student showed 1.5 years’ growth in math and 1.3 years’ growth in reading according to NWEA MAP assessments.

**Analysis** - The Portfolio review indicates a school that has a sound academic, operational and financial plan, and the review team is impressed with their very thorough, well-thought out approach to achieving high academic gains with their students.

However, the review team has a few concerns about the organization that prompt a partially meets standard rating. They are:

- Rocketship has a very aggressive growth plan that also includes several schools through the Achievement School District. Although Rocketship itself has a very robust Greenlighting process to assess its growth capacity, the team is concerned that such rapid growth will dilute both the leadership and teacher pipelines.

- The review team did not see financials for the additional ASD schools should Rocketship be approved through them, and thus could not make a determination of how those schools might stretch financial capacity of the organization.

- It is important to note that while the review team is convinced overall that Rocketship has a strong school model, there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, there is no reliable academic data available to explore accountability and growth. A prudent investment strategy that is in the best interests of the students who will attend the schools is to wait to approve a third or fourth school until after evidence of how well the organization is meeting its robust achievement goals is available. Once approved, it becomes very difficult to stop the extra schools from opening even if the results of the first schools appear substandard, so the best interests of the students, the district, and the community are served by waiting until future years to consider approving this application.
Phase II and Phase III

Rocketship did not pass the capacity review approval criteria of meets or exceeds in all areas: academic plan, operations plan and financial plan. The application will not move to Phases II or III at this time.
Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

Rocketship Nashville #4

Submitted By: Rocketship Education

Evaluation Team
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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.
Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school
- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
    - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
    - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
    - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
    - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for
weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

Phase II – Absolute Priorities
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

Phase III – Competitive Priorities
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: Rocketship Nashville #4

Rationale for Expanding Current Network of Schools: Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

Proposed location: Southeastern Davidson County with in the Overton, Glencliff, and Antioch clusters.

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

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<thead>
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<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
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<td>At Capacity</td>
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<td>560</td>
<td>K-4</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Partially Meets
If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity

Meets or Exceeds
A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity

Meets or Exceeds
Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Partially Meets
Review of previous performance management reports – academic, operational, and financial
Phase II Absolute Priorities

Academic Benchmarks

- New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

- New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

- New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Management Conversion

- New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2015; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present

Thank you again for taking the time to submit a letter of intent to open a charter school in Nashville. This is an exciting time for students in our district and we are looking forward to reviewing your application.

In that spirit, we want to offer you and your board leadership an opportunity to share the contours of your vision with members of the MNPS Board of Education and representatives of the Office of Innovation. While not a part of the formal application process, this is a wonderful chance to speak to us about your proposed school.

We will be meeting on Monday, February 24 in the MNPS Board Room, and will take no more than 20 minutes of your time. Please bring only your board chair, or if he/she is not available, another knowledgeable member of your board. Your time is 9:00 a.m. We will ask you to spend no more than five (5) minutes introducing...
Continuation/Addition of Grades for Existing Operators

New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.
Academic Plan Design and Capacity

Plan Summary – Rocketship Nashville proposes to open their third elementary school with grades K-4. The academic plan will not differ significantly from the original Rocketship model. Rocketship’s instructional model is a teacher-led, technology-supported approach to personalized learning. Teachers leverage frequent assessment and learning lab data to group students for targeted instruction. Rocketship utilizes a unique integrated special education program, with special education teachers pushing into the classrooms to provide support and co-teaching. Teachers collaborate to provide greater differentiation for all learning. Rocketship provides a positive behavior intervention and support culture that promotes character development and offers social emotional curriculum to all students. Blended learning initiatives increase access to technology, self-paced curriculum and on-going real time data.

Analysis – The academic plan partially meets the criteria for approval because there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, they do not have TCAP scores to enable reviewers to explore accountability data. Additionally, the state replication application and guidance (issued prior to the 2015 application cycle) specifically indicate a replication application is appropriate only if a school is in at least year two (2) of operation so there is academic data to support expansion and to assist in evaluating the capacity of an organization to expand.

The review team found many areas of the academic plan to be strengths, including:

- Strong academic plan with double literacy blocks. Further explanation history of effectiveness of this approach further outlined in the review session.
- The plan for social-emotional learning was thoroughly and thoughtfully developed, including the intentional application of SEL practices throughout the day. Recess was defined as an avenue for authentic application of practices, with teachers required to be present at their recess periods to monitor opportunities of collaborative interactions and conflict resolution.
- Use of a learning lab was outlined within the application, and its use appears to supplement education rather than drive it completely.
- Review team felt the Professional Development Plan to be strong, including GLADE Training for social emotional development. There were, however, remaining questions related to how 250 hours of PD are incorporated into the school year.
- Rocketship’s approach to cases where there is a lack of parental involvement was outstanding. Data related to the number of hours parent volunteered at the school, participated in activities, etc. was viewed not as a hammer with which to threaten parents, but as a yardstick by which to measure the school’s ability to effectively engage families. The importance of parent involvement and well developed strategies were clearly communicated and included: Parent/Teacher Conferences occur 3 times per year. Utilizing parents for outreach, and strategies to foster increased parent involvement.
participation such as meeting families in their homes or community centers as opposed to the school when schedules and/or transportation pose issues for the family.

**Operational Plan and Capacity**

**Plan Summary** – Rocketship Tennessee schools are governed by Rocketship Education’s (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST). The governance structure will not change significantly with the addition of a conversion school. Rocketship has a local advisory board comprised of community members and parents of students attending the school.

The Rocketship model includes all grades beginning at the same time, with year 1 of the conversion estimated at 448 students. At capacity, Rocketship #3 will have 560 students.

The leadership team consists of a principal, two assistant principals, and a business operations manager. This is consistent with all Rocketship schools, including their first Nashville school which opened for the 2014-15 school year.

Staffing plans include salaries that average 20% above the local district and Rocketship will provide transportation and food service. Rocketship anticipates a 15% special needs population and the budgetary assumptions reflect these needs.

Organizational charts, start-up plans and job descriptions are included and recruitment and hiring plans are also presented. Rocketship outlines extensive professional development opportunities throughout the year.

**Analysis** - The Operational Plan meets the standard for approval because their operations model is well thought out and proven successful throughout the country. Additionally, the review team found these outstanding characteristics:

- Rocketship has a robust and well-developed talent pipeline. Applicants explained during the interview that not only do they have access to teachers trained in Rocketship’s methods here in Nashville, but they also have access to talent within the larger organization. Both the application and the interview indicated intentional development of staff as leaders.
- The national Rocketship Education network is supportive to local schools.
- The local advisory board has input into all aspects of the Nashville schools.
- There is a well thought-out accountability system in place, with the use of a network health dashboard that monitors the health across a number of metrics including student achievement, staff satisfaction and staff retention.
- Growth plans are viewed through the lens of a process called the Greenlight Process, which assesses Rocketship’s readiness to expand. Metrics include overall network...
health, the network’s capacity to support growth, political and community support, financial commitments, affordable and safe school facilities, and an identified school leader capable of founding a new school and region.

- Well thought out plans exist for choosing areas where school are low-performing and overcrowded.
- Both the written application and interview revealed the organization’s commitment to the principals as the instructional leaders at the school. A robust plan for operations provides support for school leaders so they can dedicate their full focus to instructional leadership.

**Financial Plan and Capacity**

**Plan Summary** – Rocketship’s strategy is to achieve educational outcomes while becoming self-sufficient on the allotted public dollars once its schools are fully operational. This financial requirement allows Rocketship to achieve its impact objectives while also providing a replicable and affordable blueprint for other district or charter schools who seek to adopt its approach.

The replication application indicates a consolidated budget and a fee schedule to schools that support the regional office. These fees are between 3% and 5% and amount to approximately $100,000 per school at full enrollment.

The network budget presents a positive cash flow and extensive assistance from the national and regional staff for start-up schools. Additionally, contingency plans to meet financial needs if anticipated revenues are not received or are lower than normal are listed.

**Analysis** - The Financial Plan meets the standard for approval because the applicant presents viable and realistic budgets for both their current network, a five-year growth plan, and for each school. The budget assumptions align with the proposed budget with reasonable, well-supported revenues and cost assumptions, including the amount and sources of all anticipated funds, property, and other resources.

Additionally, Rocketship has already secured $2.5 million from the Charter School Growth Fund to support replication in Nashville.

Both the budget and assumptions are aligned with the educational and operational goals outlined in the application and the review team has great confidence that Rocketship can successfully replicate their model and provide excellent educational outcomes for students.
Portfolio Review/Performance Record

Summary of Performance – Rocketship Education is in its first year of operation with its Rocketship Nashville Northeast Elementary school. Thus, there is no academic data available to the review teams, and the first school report card concerning Rocketship will not be complete until later in 2015. National data presented indicates Rocketship is in the top 5% of California districts serving low-income students. The average Rocketship student showed 1.5 years’ growth in math and 1.3 years’ growth in reading according to NWEA MAP assessments.

Analysis - The Portfolio review indicates a school that has a sound academic, operational and financial plan, and the review team is impressed with their very thorough, well-thought out approach to achieving high academic gains with their students.

However, the review team has a few concerns about the organization that prompt a partially meets standard rating. They are:

- Rocketship has a very aggressive growth plan that also includes several schools through the Achievement School District. Although Rocketship itself has a very robust Greenlighting process to assess its growth capacity, the team is concerned that such rapid growth will dilute both the leadership and teacher pipelines.

- The review team did not see financials for the additional ASD schools should Rocketship be approved through them, and thus could not make a determination of how those schools might stretch financial capacity of the organization.

- It is important to note that while the review team is convinced overall that Rocketship has a strong school model, there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, there is no reliable academic data available to explore accountability and growth. A prudent investment strategy that is in the best interests of the students who will attend the schools is to wait to approve a third or fourth school until after evidence of how well the organization is meeting its robust achievement goals is available. Once approved, it becomes very difficult to stop the extra schools from opening even if the results of the first schools appear substandard, so the best interests of the students, the district, and the community are served by waiting until future years to consider approving this application.
Phase II and Phase III

Rocketship did not pass the capacity review approval criteria of meets or exceeds in all areas: academic plan, operations plan and financial plan. The application will not move to Phases II or III at this time.
International Academy of Excellence

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Recommendation Report

International Academy of Excellence

Submitted by: Beyond the Border, Inc.

Evaluation Team

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7. Adrienne Useted, COO, LEAD Public Schools, auseted@leadpublicschools.org
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9. Dr. Sudhir Sinha, Data Coach, MNPS, Sudhir.sinha@mnps.org
10. Manny Ehiemua, Community Outreach Specialist, MNPS, emmanuel.ehiemua@mnps.org
11. Amy Hunter, Director of Math Instruction, LEAD Public Schools, ahunter@leadpublicschools.org
Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools who can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.
Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough. The MNPS process has gained both state-wide and national recognition as rigorous, thorough, fair and impartial.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.

The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, as described below:

- **Proposal Overview**
  Basic information about the proposed school
- **Evaluation**
  Analysis of the proposal based on the three major areas of plan development
  - **Academic Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
  - **Operations Plan** – Includes governing body; governing board composition; governance structure; management and operations; staffing; Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
  - **Financial/Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan, payroll, fundraising, compliance with state and federal reporting requirements
  - **Final Capacity Analysis Summary** – Review and recap of all three areas – academic, operations, and financial – with emphasis on the reasons for recommending approval or denial
Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all three areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name  **International Academy of Excellence**

**Mission and Vision:** The mission of the International Academy of Excellence is to provide a quality education in a safe learning environment for and linguistically diverse student population. The International Academy of Excellence will blend academic rigor with character building and cultural awareness to enable its students to thrive within a global society.

**Proposed location:** **Southeast Davidson County**

**Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)**

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<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
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RECOMMENDATION

School Name: International Academy of Excellence

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan
- Does Not Meet Standard
  This includes the entire plan for the academic program including at-risk and ELL students

Operations Plan
- Does Not Meet Standard
  This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included is school staffing, start-up and operations, performance management systems and facilities plans

Financial/Business Plan
- Does Not Meet Standard
  This includes the start-up budget, operating budget and budget notes and assumptions

Capacity Analysis Summary
- Does Not Meet Standard
  Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school

Recommendation
DENY
Phase II Absolute Priorities

Academic Benchmarks

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Management Conversion

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2014; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present
Continuation/Additional Grades for Existing Operators

New school will open a high school pathway with priority enrollment for all students matriculating from an existing middle school managed by the same operator; existing middle school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.

Phase IV Annual New School Investment Plan Matching
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendations for investment in new schools matched to identified needs of the district. Schools will be selected to fill needs according to their priority ranking until all identified annual needs are met.
**Academic Plan**

**Plan Summary** – International Academy of Excellence proposes to open an elementary school with grades K-4, beginning with Kindergarten in the southeast area of Davidson County. The school proposes a modified STEM approach with an emphasis on linguistic and cultural diversity, and will prepare students for success in a global society. IAE will provide an esteemed education, meaning the implementation of a standards-based curriculum, extended instructional time and an early college focus. Technology will be implemented in every classroom and a co-teaching model was presented.

**Analysis** – The Educational Plan does not meet standard for approval because the proposal is more theoretical in nature with many different theories presented, but with little or no research concerning which of the theories has been proven to improve academic outcomes for the targeted population of students. Educational strategies were unclear and academic benchmarks were vague and used outdated adequate yearly progress metrics as an indicator of success. No clear plan was presented as to how those strategies would be implemented, and the applicants were very vague on what success in a global society might look like. Although STEM was mentioned, there is insufficient detail – no strategies were mentioned and there are no student technology goals.

Applicants were unable to provide a clear plan for assessment and communication of goals for students in grades K-2, indicating there would be internal benchmarks set and assessments given. However, the review team is unclear on how that would be accomplished. Additionally, the applicant referred to outdated assessments (PARCC, ELDA, TELPA, etc.) and did not reference TN Ready or the recently adopted assessments for EL students. No formative or interim assessments were mentioned, with the exception of NWEA MAP, which was mentioned only briefly and not fully explained as to its use. There was no clear plan to review data or how data would be used to inform instructional practice.

There is no consistency throughout the document or during the interview concerning both class size and the co-teaching model. Five different co-teaching models were outlined in the application and when questioned, the applicants stated they would take the best from each one. They additionally stated the teachers would be able to choose which ones they would use, and also that the co-teaching model would be phased in, leaving the review team confused as to how co-teaching might be implemented or how teachers would be trained in its use and effectiveness.
The applicants state that students who need more educational support or who do not make sufficient academic progress may be referred to their family physician for evaluation of a medical condition (such as ADHD). Although there is a reference to RTI2, it is not clear how it will be implemented or when a referral to a physician might be warranted. The review team has many concerns with this approach, which only were heightened after the interview process:

- Schools do not typically refer children to their family doctor for ADHD diagnosis
- Applicants were unable to sufficiently answer very specific questions related to provision of special education services to students who may have multiple disabilities, stating frequently that transparency is important. Reviewers are unsure if the applicant understands they are required to serve all students, regardless of disability, under Tennessee law, and the indication was they would be letting families know their school was not the best place for a child with multiple behavior or academic issues.
- No differentiated levels of instruction offered for special needs learners
- Budget assumptions regarding how the applicant would provide special transportation or other services to students with those needs were vague and unclear. While there was a reference to working with MNPS, no evidence was presented that gave the review team confidence this applicant understands the financial ramifications or obligations of providing related services, transportation, additional personnel, etc. for special needs students.
- No clear plans for the required on-going progress monitoring for students with disabilities
- Applicants used IEP’s and Tier II and III interventions interchangeably, thus contributing to the general review team sense that the applicants do not understand the difference between interventions for general education students and students with disabilities who have an IEP.

The southeast portion of Nashville, where the applicant has indicated they will locate their school, has a very high EL population, and the applicants indicated plans to teach Spanish, as well as Japanese and/or Arabic utilizing Rosetta Stone software. While applicants discussed the benefits of acquisition of another language at an early age, the review team had concerns about very young students’ capacity to learn two additional languages at one time, particularly those who already struggle with English. There was insufficient detail given concerning research around this strategy, nor could the applicant articulate how this would be incorporated into the daily schedule. There does not appear to be a robust, comprehensive plan to accommodate students whose first language is not English.

The recruitment and enrollment plan for attracting students is insufficient in detail and the there is no robust proposal presented to ensure the school will be able to attract area families or a defined recruitment area given.
Operations Plan

Plan Summary – International Academy of Excellence is sponsored by Beyond the Border non-profit organization. The governing board consists of seven (7) members, with an additional two (2) members added upon approval. There will be an Executive Director and Principal, as well as five (5) core teachers the first year of operation and three (3) non-core teachers. The school will follow the MNPS yearly schedule, and the school day will begin at 7:30 and end at 3:55, with additional time until 4:45 for extracurricular activities. They have tentatively selected a facility, and will purchase buses for transportation. The applicant will work with MNPS food service to provide meals.

Analysis – The Operational Plan does not meet standard for approval because there is very little specificity concerning critical aspects of school operations. Starting with the governing board, board members appear have a variety of education experience, but there is no one on the board with management, organizational or start-up school experience and the review team is not confident the expertise needed to open and run a new elementary charter school exists with the current members. Additionally, the applicant has an inadequate policy in place to handle parent concerns, and is under the mistaken impression that all complaints will go to the MNPS Director of Schools. Because of this the review team is not confident that this governing board is aware of its responsibilities.

Throughout the application, the applicant refers to the use of technology, but the budget assumptions do not show any laptops or other computers for students. When questioned in the interview, the applicant team indicated they would rely heavily on a community partner who owns a computer shop. However, no evidence was presented that gives the review team confidence this partner and/or the applicant team understand the required elements for building out a computer network. This lack of attention to detail is very concerning to the review team.

Additionally, the start-up plan as presented is confusing and does not appear to have been well-thought out. For example, the applicant indicates if approved, they would conduct a lottery between June and September 2015. This timeline is unrealistic at best and at worst reflects an inadequate understanding of Tennessee law as it relates to lottery requirements.

The facility plans are very concerning to the review team. Although the applicants identify a space they may lease and include the lease agreement, there is a lack of specificity concerning if 13,000 square feet is adequate, how much build out will be required in order to be able to house students, who is responsible for payment for such
build-out, the timetable required to execute the required changes, and whether there is money in the budget to cover all cost contingencies.

Transportation is described as purchasing one bus, but the school will begin with 100 students. Assuming even 80% of the students ride the bus, one will be an inadequate number. Additionally, there is no plan presented that outlines a bus route, where students will be picked up, or presents a contingency plan in the event the one bus breaks down or must be taken out of service for repairs.

Equally concerning is the teacher recruitment process outlined on page 92 of the application. The plan lacks a clear vision of how the applicant expects to attract and retain teachers and contains no job descriptions or expectations for teachers. While the applicant speaks of co-teaching with either two teachers or a teacher and an educational assistant in each classroom, the staffing model shows only 5 teachers in year 1 with one educational assistant.

Professional development plans are unclear and lack specificity. While they are described generally, the review team could not determine how, when or on what relevant topics professional development would center. Reference is made to specific professional development on both ELL and special education that has been developed by different professors. However, it is not clear whether these professors would be doing the training, or if a staff member would be trained and then utilize the “train the trainer” method of ensuring the staff is trained. Neither the methodology nor pedagogy of these training programs is discussed in any detail, so it was impossible for the review team to determine if these programs are adequate or if they include elements of Tennessee law. Additionally, it is not clear if the applicant must pay for the use of these programs or trainers, and there is no mention of them in the budget assumptions.

Food service plans are inadequate and unclear. While the applicant indicates they prefer a partnership with MNPS, they also reference “scratch” cooking, and there are no indications they are aware of the space and equipment requirements needed in order for MNPS to be able to provide service. Additionally, there is no mention of whether there is any such equipment or a kitchen already in place in the proposed facility and there is no money in the budget assumptions for building out such a space. The applicant does not appear to understand the requirements of the School Nutrition Program.

Finally, school health and safety plans are inadequate and lack specificity. The applicant seems to indicate they will partner with the Metro Health Department to assist with nutrition, but the Health Department has a contract with MNPS and does not serve charter schools. The costs for a health care provider are not reflected in the budget.
Financial/Business Plan

Plan Summary – The International Academy of Excellence submitted their budget on the incorrect form and the team was unable to fully evaluate this part of the application.

Analysis – The Financial Plan does not meet the criteria for approval due to the fact that it could not be evaluated after being submitted on the wrong form and deemed incomplete.

The team did look at the budget assumptions, however, and it was determined that many of the assumptions did not align with the claims made in either the written application or in the interview process. Some examples:

- STEM mentioned in the academic section but no mention is made in the budget assumptions for computers for students.
- Most state assessments are moving to on-line administration, and while the applicant indicated they would purchase a laptop cart, this is not reflected in the budget assumptions.
- Use of Kickboard software for student monitoring is mentioned numerous times throughout the written document; however, there is no mention of this program in the budget assumptions.
- While the applicant speaks of co-teaching with either two teachers or a teacher and an educational assistant in each classroom, the staffing model shows only 5 teachers in year 1 with one educational assistant.

During both the written application review and the follow-up interview, it is clear the applicant does not have a strong understanding of funding streams, or how they would receive their BEP monies. The indication was that they would rely on grants when and if funding deficits occurred, but when questioned, could not provide specifics on the grants that would be pursued, donors who have committed, or will commit, resources for the school. A contingency plan for the school should their enrollment fall below the 100 students required to meet their budget is non-existent and this is concerning to the review team. Cash flow projections do not meet the criteria outlined in the Financial Performance Framework, salaries are out of line (year 5 the principal is projected to receive between $207,000 and $530,000), and very little money is budgeted for textbooks, supplies, assessments, furniture, etc.

The applicant makes reference to partnering with EdTec to provide back-office services, and EdTec appears to have given prices, but those services are not detailed in the budget assumptions.
Capacity Analysis Summary

**Analysis** – The International Academy of Excellence does not meet the standard for approval in any of the three major areas of the application: Academic Plan, Operational Plan, or Financial Plan. The review team does not believe this applicant can start and sustain a successful, high-performing school that raises the academic achievement of the students who attend.

The academic plan lacks definition and is not well-designed. There is a lack of focused curriculum, robust supports for struggling and special needs students, a plan for EL students that aligns with state law, and targeted academic benchmarks with outcomes that are indicative of a high performing school. Little research is presented to support the co-teaching model as it relates to the targeted population of students, and there is a lack of specific, measurable, and coherent academic strategies that would give the review team confidence that the applicant can open and run a successful school. Most disturbing to the review team was that it appears students with significant disabilities might be discouraged from attending the school. The applicant states attending the school is a privilege, and clearly does not understand the premise of a free public education for all.

The operational structure is equally unfocused, with no solid student or teacher recruitment plans, inconsistencies in staffing models, and vague transportation and food service plans. Facility plans are ambiguous and there is no plan presented that convinces the review team the applicant is aware of the cost of bringing the facility up to current codes and ADA requirements or how much that might cost. The co-teaching model referred to throughout the application as either two teachers or a teacher and an educational assistant in each classroom is not evident in the staffing models or in budget assumptions. Budget assumptions do not align with the narrative within the application in key areas, and contingency plans are non-existent.

While the team was unable to review the financial document, as it was submitted on the wrong form and was incomplete, the budget assumptions and the few line items we could see do not align and it is impossible to discern if the applicant has the expertise or experience to create a viable, robust budget that supports the mission, vision, and academic plan for the school.

**Phase II and III**

International Academy of Excellence did not pass the Phase I capacity review and will not move to Phases II or III.
D.R.E.A.M. Academy

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Recommendation Report

D.R.E.A.M. Academy

Submitted By: Empowering One to D.R.E.A.M. Inc.

Evaluation Team
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TEAM LEAD
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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that are granted greater autonomy in the areas of curriculum, calendar, staffing, methodology, and pedagogy in return for greater accountability in achieving high quality academic results with their students. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools and are required to use the same state-approved assessments as all other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer to create and apply a rigorous, fair and thorough authorization process in order to ensure only those charter schools that can offer and sustain high quality educational options for all students are recommended and approved to open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

Charter schools in Nashville are required to provide appropriate curriculum, aligned professional standards, engaging models of parental and partnership programs, and strategic planning to leverage and grow resources for the school. Schools are held accountable for academic results, responsible school leadership, sound fiscal and operational management and adherence to the laws and rules that govern education in the state of Tennessee.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough. The MNPS process has gained both state-wide and national recognition as rigorous, thorough, fair and impartial.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**

Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, as described below:

- **Proposal Overview**
  Basic information about the proposed school
- **Evaluation**
  Analysis of the proposal based on the three major areas of plan development

- **Academic Plan** – including Mission, Vision, Executive Summary and Educational Philosophy; Curriculum and Instruction, Target Population, School Calendar and Daily Schedule; Special Student Populations (exceptional education and English Language Learners); School-specific goals and objectives, Assessment; School Climate and Discipline; and Prior Success in Raising Student Achievement
- **Operations Plan** – Includes governing body; governing board composition; governance structure; management and operations; staffing; Human Resources; Professional Development; Student Recruitment and Enrollment; and Community Involvement.
- **Financial/Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; Transportation/Food Service/Other Partnerships; Insurance; and Pre-Opening Plan, payroll, fundraising, compliance with state and federal reporting requirements
- **Final Capacity Analysis Summary** – Review and recap of all three areas – academic, operations, and financial – with emphasis on the reasons for recommending approval or denial

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all three areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**

If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.
Phase III – Competitive Priorities
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: D.R.E.A.M. Academy (Diverse, Rigorous, Education, Academic Achievement Model)

Mission and Vision: To create enthusiasm for learning through FUN (meeting Fundamental Universal Needs of all students) and PLAY (Purposeful Learning Academic Achievement for Youth), promoting one to D.R.E.A.M.

Proposed location: 5050 Linbar Avenue, Antioch, TN 37211

Enrollment Projections

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RECOMMENDATION

School Name: D.R.E.A.M. Academy

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan

Does Not Meet

This includes the entire plan for the academic program including at-risk and ELL students.

Operations Plan

Does Not Meet

This includes the proposed governance and management structure, including skill and experience of governing board, and leadership team, relevant experience and record of performance based on due diligence. Also included is school staffing, start-up and operations, performance management systems and facilities plans.

Financial/Business Plan

Does Not Meet

This includes the start-up budget, operating budget and budget notes and assumptions.

Capacity Analysis Summary

Does Not Meet

Included is a summary of all other sections and a statement of the overall confidence of the review committee that the applicant has the capacity to start and operate a successful school.
**Phase II Absolute Priorities**

**Academic Benchmarks**

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

**Diversity Management**

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

**Phase III Competitive Priorities (one or more of three)**

**Growth/Demand**

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

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Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendations for investment in new schools matched to identified needs of the district. Schools will be selected to fill needs according to their priority ranking until all identified annual needs are met.
Academic Plan

Plan Summary – The D.R.E.A.M. Academy (Diverse, Rigorous, Education Academic Model) proposes a Pre-K – 4th grade school located within the Glencliff cluster beginning in 2016 with 200 Pre-K and Kindergarten students and building one grade per year to 600 students through grade 4. The Academy will improve learning for all students by ensuring all students have equal access to high-quality teachers, stimulating curriculum and instruction, adequate school resources, value diversity, engage in cultural self-awareness, understand dynamics of difference, and establish cultural reciprocity. D.R.E.A.M. plans to establish an on-site parent resource center to encourage parents to learn with their children and anticipates a population of 82% economically disadvantaged students, 10% students with disabilities, and 44.7% English Language Learners. The Academy plans to incorporate music across the curriculum with many opportunities for children to explore sound through singing, moving, listening and playing instruments.

Analysis – The Academic plan as presented by the applicant does not meet the standard for approval. The review team found no clear academic plan presented for core academic subjects and there is a lack of academic benchmarks and goals. While the applicant seemed to have a vision of creating a school built on cultural awareness and diversity, there is no concrete academic plan to show how the students would learn, or any approaches listed that appear to be successful with the targeted population of students. Additionally, while broad concepts are presented, they are unrelated to direct instruction and there is a severe lack of substance and context. There is no curriculum presented for the Pre-K program, and the applicant indicated it would be run entirely by volunteer teachers. There was a lack of any clarity around the program and no accountability measures found. A school schedule for students is absent. Professional development content is not specifically addressed and it is unclear how teachers would be trained in the D.R.E.A.M. model. The “F.R.E.E.S.T.Y.L.E” methodology appears to let teachers choose their methods individually, and the review team is concerned that such a scattershot approach will not result in raising the academic achievement of students likely to begin school significantly behind their peers.

Assessments, screeners, and tools with which academic progress and outcomes would be measured are not specific and the interview did not produce in the review team confidence that the applicant understands how data would be used to inform instruction. The application references TVAAS and growth scores, but it would be several years before the school built out to 3rd grade, which is where formal state assessments begin. While interim assessments are mentioned, there is no specificity concerning which ones, benchmarks for each grade level, or goals for students.
Equally concerning was the lack of understanding and a plan for RTI2 tiered interventions and how students progressed through those tiers. It is unclear what the interventions would look like – how students who move through the tiers would be supported and how progress would be monitored.

The review team found very little evidence the applicant has a good understanding of serving students with disabilities, at-risk students, and English Language Learners. There are no specific strategies listed, and the applicant appears to have little grasp of the difference between 504 eligibility and a student who is at-risk, or who has an IEP. There are no well thought out, specific, measurable strategies to ensure students who struggle with academics or behavior will achieve academic success. The Academy appears to rely on MNPS to provide support and guidance for special populations. Discipline is not specifically differentiated for students with disabilities, and while the applicant indicates an intention to use the Restorative Justice discipline model, the student handbook discipline section does not align with that particular philosophy.

**Operations Plan**

**Plan Summary** – The D.R.E.A.M. Academy proposes to open with 200 students in Pre-K-Kindergarten in 2016. There is a governing board of 12 people of varying levels of expertise and will open with seven (7) teachers. The Academy has identified a facility within the Glencliff cluster and is in negotiations for a lease. Transportation will not be provided to Pre-K students and will be provided to students in grades K-4 who live within a 1.25 mile radius of the school. Food service will be provided through a third party vendor and the Academy will follow the MNPS calendar.

**Analysis** – The D.R.E.A.M. Academy does not meet the standard for approval because the entire operations plan is undeveloped and unclear to the review team. Much of the governing board is based outside of the immediate Nashville area and does not appear to have expertise with early child development.

The facilities plan as proposed is insufficient and based on the pictures and plans presented in the application would require much build-out to qualify as a school for elementary children. Two leases are presented, one from the proposed landlord and another a counter-proposal from the school. The numbers differ greatly and it is not clear which numbers they will build their school upon. There are no real estimates concerning the cost of the build-out.

The transportation plan is inadequate and also described differently in several areas of the proposal. It is unclear if the applicant intends to lease buses and hire drivers (not
reflected in budget assumptions), outsource to a transportation provider, or purchase their own buses. The applicant references “zoned” students many times, and the review team is uncertain which students are referred to as there are no zoned students to a new, start-up charter school. There is also a reference to eligibility for MTA bus passes, but the review team believes it highly unlikely any parents would allow young children to access public transportation in order to attend school. Additionally, the applicant states that they would be unable to afford special transportation in the first two years of operation if it was needed, and would rely on MNPS or other “sharing” opportunities. This is not allowed by law, and it is the responsibility of the charter school to provide and pay for all special education services.

Food service is equally unclear, with a reference to “scratch-cooking”, and other references to working with a third party vendor. The plan is wholly undeveloped and the numbers presented are inadequate to support the ideas presented.

The recruitment strategy is under-developed and the timeline as presented is inadequate. There is no clear plan to reach out to the targeted community and the review team does not have confidence the school has demonstrated knowledge of the recruiting efforts necessary to meet the stated enrollment targets.

Financial/Business Plan

Plan Summary – The D.R.E.A.M. Academy will open with 200 students in Pre-K - Kindergarten and assumes revenues of $2,113,500 in year 1 and expenses of $2,000,138 in year 1. The Academy additionally assumes it will receive a line of credit in the first year of $1,500,000, and it will require a security deposit of $150.00 from each family selected in the lottery to ensure a spot at the school and to offset the costs of uniforms, etc.

Analysis – The D.R.E.A.M. Academy does not meet the standard for approval because the budget assumptions and the budget numbers do not align. The two variations of the lease agreement for a facility differ widely in both the monthly rental and who is responsible for the build-out. Also it is illegal to charge families any kind of fee to “secure” their space within a school.

The application assumes free fixed assets such as furniture, technology equipment, and facilities concessions with no contingency plan in place should those gifts not occur. Additionally, the applicant stated in the interview that all pre-K teachers would volunteer their time and would likely be retired teachers. There is no evidence presented in the application that would indicate such volunteers or gifts of fixed assets would materialize. The review team is very concerned that the applicant is not sufficiently knowledgeable about school finances to open and sustain a viable school.
Salaries appear to be random with no rationale for the substantial differences. For instance, the ESL teacher would make $13,000 less than the special education teacher and there is no foundation given for either salary. Additionally, in the budget assumptions, the Head of School is listed as a volunteer until 2021, and on the next page he/she is listed as making $85,000 beginning in 2017. While there is a quote from Ed Tec for back office services, there is no description of those services.

The line of credit upon which the school intends to draw is listed at $1,500,000. However, there is no letter from a bank or lending institution indicating this line of credit might be forthcoming upon approval. Additionally, there is mention of paying for this line of credit or what the current interest rates are for securing such.

The entire financial plan is dependent on donated time, equipment, and a line of credit for which there is no evidence will materialize. The review team does not believe the budget numbers are realistic and are not confident this school would be able to open or sustain itself financially.

**Capacity Analysis Summary**

**Analysis** – The proposed school does not meet the standard for approval in any of the three major areas – Academic, Operational, or Financial.

The Academic plan is underdeveloped and lacks academic benchmarks and strategies. While the applicant appears to have a vision, there is insufficient detail to convince the review team that they have the knowledge or ability to significantly impact the academic outcomes of the students. There is no Pre-K curriculum plan presented, and plans for special populations, teacher development, curriculum, student and teacher schedules, and discipline lack specificity and connection to the original vision and mission.

The Operations plan is equally underdeveloped, with facilities, food service, transportation, and salaries all inadequately addressed. There are no hard numbers to indicate how much the proposed build-out of the chosen facility will cost, nor who will be responsible for paying for it. The governing board is lacking in child development expertise and many of them are not located in Tennessee, which makes it difficult for them to adequately provide the necessary oversight of the school. Recruiting and enrollment plans are insufficient and there is no plan in place to ensure the ability to attract sufficient numbers of students in order to be financially viable.

The Financial Plan is inadequate and insufficiently addresses the primary cost centers. It assumes a substantial line of credit and significant volunteer time with no evidence
that either will materialize. Additionally, the budget assumptions and the budget line items do not align, and it is unclear if the applicant understands the financial operations of a school.

In summary, the review team does not believe this school as presented adds a viable, high-quality option for students.

Phase II and Phase III

The D.R.E.A.M. Academy did not meet standard in any of the four areas of the Phase I capacity review and will not move on to Phases II and III. It is the recommendation of the review team that this application is denied.
Recommended Denials: Conversions

Rocketship Conversion

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication
Recommendation Report

Rocketship Education Conversion

Submitted By: Rocketship Education

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Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

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The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
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Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

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  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
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  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

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If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office
of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: Rocketship Education Conversion

Rationale for Expanding Current Network of Schools: Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

Proposed location: Rocketship will partner with Metro Nashville Public Schools to determine the school and community that will be best matched with Rocketship.

Enrollment Projections (to be copied from the table in the Proposed Overview & Enrollment section)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
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<tr>
<td>Year 1</td>
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<tr>
<td>At Capacity</td>
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<td>560</td>
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</tr>
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</table>
RECOMMENDATION

School Name: Rocketship Conversion

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Partially Meets

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model.

Operations Plan and Capacity

Meets or Exceeds

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable).

Financial Plan and Capacity

Meets or Exceeds

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Partially Meets

Review of previous performance management reports – academic, operational, and financial.
Phase II Absolute Priorities

Academic Benchmarks

New school will increase number of Achieving or Excelling schools on an annual and three year rolling basis; new school will serve students currently not served in Achieving or Excelling schools; new school will establish annual performance targets and benchmarks aligned with the Academic Performance Framework (APF)

Diversity Management

New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville

Phase III Competitive Priorities (one or more of three)

Growth/Demand

New school will assist in serving students currently attending schools that are overcrowded or likely to become overcrowded; new school will offer opportunities to serve students at schools with enrollments that are rapidly declining or below a reasonable threshold; new school will expand district capacity to respond to population growth consistent with its goals for academic excellence and diversity; new school will recruit, retain, locate and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand opportunities for families who are unable to access similar options at present

Management Conversion

New school will serve all students residing in the current school zone of an MNPS school with a three year status of Target on the Academic Performance Framework as of fall 2015; sponsor organization offers experience and planning demonstrating expertise in school turnaround and building schools with readiness to teach, readiness to learn, and readiness to act; new school proposal addresses transition challenges and costs associated with serving all students well who reside in the current school zone of an MNPS school with three year status of Target on the Academic Performance Framework; new school will recruit, retain, locate, and offer transportation plans that will add unique and/or new options for access to educational opportunities; new school will expand options for families who are unable to access similar options at present

Thank you again for taking the time to submit a letter of intent to open a charter school in Nashville. This is an exciting time for students in our district and we are looking forward to reviewing your application.

In that spirit, we want to offer you and your board leadership an opportunity to share the contours of your vision with members of the MNPS Board of Education and representatives of the Office of Innovation. While not a part of the formal application process, this is a wonderful chance to speak to us about your proposed school.

We will be meeting on Monday, February 24 in the MNPS Board Room, and will take no more than 20 minutes of your time. Please bring only your board chair, or if he/she is not available, another knowledgeable member of your board. Your time is 9:00 a.m. We will ask you to spend no more than five (5) minutes introducing your concept, making sure to...
Continuation/Addition of Grades for Existing Operators

New school will open a school pathway with priority enrollment for all students matriculating from an existing elementary/middle school managed by the same operator; existing school will be in Achieving or Excelling status on the Academic Performance Framework; review of the criteria for replication applications offers great confidence that the new school will continue to serve students well.

Applications that pass the capacity review and meet the absolute priorities in Phases I and II may be considered for their ability to serve the competitive priority of management conversion. All applications found to have the capacity to serve this priority will be then ranked by tier-level according to the relative quality of the plan and the strength of the stated commitments.

Phase IV Annual New School Investment Plan Matching
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendations for investment in new schools matched to identified needs of the district. Schools will be selected to fill needs according to their priority ranking until all identified annual needs are met.
Academic Plan Design and Capacity

Plan Summary – Rocketship Nashville proposes to enter into their first conversion elementary school in partnership with MNPS to take over a low performing school and turn it into a high performing school. The academic plan will not differ significantly from the original Rocketship model. Rocketship’s instructional model is a teacher-led, technology-supported approach to personalized learning. Teachers leverage frequent assessment and learning lab data to group students for targeted instruction. Rocketship utilizes a unique integrated special education program, with special education teachers pushing into the classrooms to provide support and co-teaching. Teachers collaborate to provide greater differentiation for all learning. Rocketship provides a positive behavior intervention and support culture that promotes character development and offers social emotional curriculum to all students. Blended learning initiatives increase access to technology, self-paced curriculum and on-going real time data.

Analysis – The academic plan partially meets the criteria for approval because there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, they do not have TCAP scores to enable reviewers to explore accountability data. Additionally, the new guidelines published by the state of Tennessee concerning replications indicate a school should have been in existence for at least a year prior to replication so there is assessment data available to review teams to assist in evaluating the capacity of an organization to expand.

Reviewers also expressed concern regarding the expertise of the organization with parental involvement as related to school conversions. While the applicant has extensive experience promoting parental involvement in a new start-up, the conversion of a school, especially total conversion, will pose unique challenges. When sending their children to a start-up or an established school, parents have made the conscious choice to do so. When a conversion occurs, parents may perceive their choice has been taken away from them. A plan specific to working with families and community partners (potentially in a volatile environment) should be explored and developed.

The review team found many areas of the academic plan to be strengths, including:
- Strong academic plan with double literacy blocks. Further explanation history of effectiveness of this approach further outlined in the review session.
- The plan for social-emotional learning was thoroughly and thoughtfully developed, including the intentional application of SEL practices throughout the day. Recess was defined as an avenue for authentic application of practices, with teachers required to be present at their recess periods to monitor opportunities of collaborative interactions and conflict resolution.
- Use of a learning lab was outlined within the application, and its use appears to supplement education rather than drive it completely.
• Review team felt the Professional Development Plan to be strong, including GLADE Training for social emotional development. There were, however, remaining questions related to how 250 hours of PD are incorporated into the school year.
• Rocketship’s approach to cases where there is a lack of parental involvement was outstanding. Data related to the number of hours parent volunteered at the school, participated in activities, etc. was viewed not as a hammer with which to threaten parents, but as a yardstick by which to measure the school’s ability to effectively engage families. The importance of parent involvement and well developed strategies were clearly communicated and included: Parent/Teacher Conferences occur 3 times per year. Utilizing parents for outreach, and strategies to foster increased parent participation such as meeting families in their homes or community centers as opposed to the school when schedules and/or transportation pose issues for the family.

Operational Plan and Capacity

Plan Summary – Rocketship Tennessee schools are governed by Rocketship Education’s (RSED) Board of Directors and will benefit from the support of the Rocketship Education Network Support Team (NEST). The governance structure will not change significantly with the addition of a conversion school. Rocketship has a local advisory board comprised of community members and parents of students attending the school.

The Rocketship model includes all grades beginning at the same time, with year 1 of the conversion estimated at 448 students. At capacity, Rocketship Conversion will have 560 students housed in a facility of MNPS’ choosing.

The leadership team consists of a principal, two assistant principals, and a business operations manager. This is consistent with all Rocketship schools, including their first Nashville school which opened for the 2014-15 school year.

Staffing plans include salaries that average 20% above the local district and Rocketship will provide transportation and food service. Rocketship anticipates a 15% special needs population and the budgetary assumptions reflect these needs.

Organizational charts, start-up plans and job descriptions are included and recruitment and hiring plans are also presented. Rocketship outlines extensive professional development opportunities throughout the year.

Analysis – The Operational Plan meets the standard for approval because their operations model is well thought out and proven successful throughout the country. Additionally, the review team found these outstanding characteristics:

• Rocketship has a robust and well-developed talent pipeline. Applicants explained during the interview that not only do they have access to teachers trained in Rocketship’s methods here in Nashville, but they also have access to talent within the
larger organization. Both the application and the interview indicated intentional
development of staff as leaders

- The national Rocketship Education network is supportive to local schools
- The local advisory board has input into all aspects of the Nashville schools
- There is a well thought-out accountability system in place, with the use of a network
  health dashboard that monitors the health across a number of metrics including student
  achievement, staff satisfaction and staff retention
- Growth plans are viewed through the lens of a process called the Greenlight Process,
  which assesses Rocketship’s readiness to expand. Metrics include overall network
  health, the network’s capacity to support growth, political and community support,
  financial commitments, affordable and safe school facilities, and an identified school
  leader capable of founding a new school and region
- Well thought out plans exist for choosing areas where school are low-performing and
  overcrowded.
- Both the written application and interview revealed the organization’s commitment to
  the principals as the instructional leaders at the school. A robust plan for operations
  provides support for school leaders so they can dedicate their full focus to instructional
  leadership

Financial Plan and Capacity

Plan Summary – Rocketship’s strategy is to achieve educational outcomes while
becoming self-sufficient on the allotted public dollars once its schools are fully
operational. This financial requirement allows Rocketship to achieve its impact
objectives while also providing a replicable and affordable blueprint for other district or
charter schools who seek to adopt its approach.

The replication application indicates a consolidated budget and a fee schedule to
schools that support the regional office. These fees are between 3% and 5% and amount
to approximately $100,000 per school at full enrollment.

The network budget presents a positive cash flow and extensive assistance from the
national and regional staff for start-up schools. Additionally, contingency plans to meet
financial needs if anticipated revenues are not received or are lower than normal are
listed.

Analysis - The Financial Plan meets the criteria for approval because the applicant
presents viable and realistic budgets for both their current network, a five-year growth
plan, and for each school. The budget assumptions align with the proposed budget
with reasonable, well-supported revenues and cost assumptions, including the amount
and sources of all anticipated funds, property, and other resources.

Additionally, Rocketship has already secured $2.5 million from the Charter School
Growth Fund to support replication in Nashville.
Both the budget and assumptions are aligned with the educational and operational goals outlined in the application and the review team has great confidence that Rocketship can successfully replicate their model and provide excellent educational outcomes for students.

**Portfolio Review/Performance Record**

**Summary of Performance** – Rocketship Education is in its first year of operation with its Rocketship Nashville Northeast Elementary school. Thus, there is no academic data available to the review teams, and the first school report card concerning Rocketship will not be complete until later in 2015. National data presented indicates Rocketship is in the top 5% of California districts serving low-income students. The average Rocketship student showed 1.5 years’ growth in math and 1.3 years’ growth in reading according to NWEA MAP assessments.

**Analysis** – The Portfolio review indicates a school that has a sound academic, operational and financial plan, and the review team is impressed with their very thorough, well-thought out approach to achieving high academic gains with their students.

However, the review team has a few concerns about the organization that prompt a partially meets standard rating. They are:

- Rocketship has a very aggressive growth plan that also includes several schools through the Achievement School District. Although Rocketship itself has a very robust Greenlighting process to assess its growth capacity, the team is concerned that such rapid growth will dilute both the leadership and teacher pipelines.
- This application represents Rocketship’s first conversion, not just in Tennessee, but within the network as a whole. The team noted concern regarding the transitions that may be associated with a first time conversion, including community push-back and incorporation of school and community traditions. There does not seem to be a plan in place that accounts for the difference in recruiting and approach to a community that is forced to accept a turnaround model that includes a charter school, and that of a new, start-up school where families “opt-in” and choose.
- It is important to note that while the review team is convinced overall that Rocketship has a strong school model, there is considerable concern that the organization does not have a proven record of success in Tennessee. The first Nashville Rocketship school has not yet been in existence a full school year; thus, there is no reliable academic data available to explore accountability and growth.
Phase II and Phase III

Rocketship did not pass the capacity review approval criteria of meets or exceeds in all areas: academic plan, operations plan and financial plan. The application will not move to Phases II or III at this time.
LEAD Conversion #2

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

LEAD Conversion School #2

Submitted By: LEAD Public Schools

Evaluation Team

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35. Rhonda Shaw, School Improvement Program Facilitator, MNPS, Rhonda.shaw@mnps.org
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42. Lagra Newman, School Leader, Purpose Prep, linewman@mnps.org
43. Kelli Peterson, Academic Dean, East End Prep, kpeterson@eastendprep.org
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Proposal Overview

School Name: LEAD Conversion # 2 (to open in 2017)

Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

Enrollment Projections

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</tr>
<tr>
<td>At Capacity</td>
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<td>1000</td>
<td>5-12</td>
</tr>
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RECOMMENDATION

School Name: LEAD Conversion

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

| Partially Meets |

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model.

Operations Plan and Capacity

| Meets or exceeds |

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable).

Financial Plan and Capacity

| Meets or exceeds |

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

| Partially Meets |

Review of previous performance management reports – academic, operational, and financial.

Diversity Management

| Meets or Exceeds |
New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville.
Academic Plan Design and Capacity

Plan Summary – LEAD Public Schools proposes to replicate their current conversion school, Cameron College Prep. Cameron College Prep has a proven success record, having been named as a reward school for progress by the State of Tennessee last year. The key academic features for the conversion school will not differ from the existing LEAD schools. The core elements of the LEAD academic plan are:

- Small schools and integrated 5-12 grade levels
- Rigorous academics – college preparation curriculum
- Extra time in school – one extra week per year
- Commitment to Arts, Athletics, and Extra-Curricular Activities – LEAD provides opportunities for activities that are crucial components to a well-rounded education
- Gender based advisories – all students assigned to a small advisory group of 12-16 students called “Crew”, that is led by the same staff member for the entire year
- Technology as a learning tool – blended technologies for all students, moving towards 1:1 computing
- College focused culture – all students participate in college visits, beginning in 5th grade. They also research colleges, sit in on college level classes, meet students from various colleges, and receive application support
- LEAD Ethos – students paired with caring adult and provided a venue to develop personal engagement and advance social and emotional skills.

LEAD will guarantee all students within the zone of the school to be converted will be accepted at any time of the year and will also open any available seats to non-zoned families.

In addition, LEAD has set performance goals of: 95% attendance, enrollment of 140+ students, TVAAS growth scores of 4-5 on a 5 point scale, TCAP scores at or above the district average by 8th grade, MNPS Academic Performance Framework ranking based on a three year average of satisfactory or above, Average ACT score of each graduating class above the district average and growing to 21 or higher over time, and 100% acceptance to a 2 or 4 year college for students with a regular diploma.

Analysis – The LEAD Conversion plan partially meets the standard for approval because the review team is unclear on exactly what LEAD is asking for.

While the stated reason for the conversion is to partner with MNPS to convert a priority middle school, the plan is actually built on LEAD’s model of a school with grades 5-12. If approved, MNPS would automatically be adding an additional high school with no demonstrated need. Additionally, the priority schools in MNPS are entering the iZone and there is no articulated plan for identifying schools eligible for conversion within MNPS. The Charter Schools Office does not have authority to identify schools alone.
Additionally, this conversion application is one of four submitted during this application cycle, as well as an additional seven conversion schools applied for through the Achievement School District. There is a concern about the organization’s ability to continue the same levels of high achievement while trying to expand by adding one or more schools per year. Although the organization has addressed attracting and retaining strong school leaders through its residency program the team is concerned that such rapid growth may dilute the ability of the organization to attract and retain enough strong, effective leaders and teachers.

**Operational Plan and Capacity**

**Plan Summary** – LEAD Public Schools is a charter management organization with a nine (9) member governing board that meets every two months to review financial data. LEAD has traditionally provided transportation either through its own fleet of buses, or in partnership with MNPS to lease buses. That will continue in the conversion school. Food service is done in partnership with MNPS and facilities will not be an issue as a conversion school works within the existing building. LEAD has a central office with human capital, accounting, technology, and design supporting each school team.

**Analysis** – The operational plan meets the standard for approval because the review team is convinced there is a strong, diverse governing board that has clearly demonstrated accountability and has shown the ability to address any concerns that arise. LEAD Public Schools has a very strong partnership with MNPS, and shows a history of executing on increased academic outcomes for students. Where those results are not as good as expected, the LEAD team has demonstrated the ability to adapt, regroup, and implement necessary changes.

There is a clear leadership pipeline, especially with the addition of the leadership residency. The review team does express the concern that rapid growth by the organization could dilute or erode this pipeline too quickly if they are opening a school per year for the next three years.

There is a well-thought out staffing plan for the Nashville schools, and a professional development plan for teachers that includes 10 full days, a mid-year retreat, weekly staff development, and new teacher orientation.
Financial Plan and Capacity

Plan Summary – LEAD’s financial model evidences conservative estimates of staffing levels, expenses and enrollment, as well as the generation of substantial cash resources to support changes as they occur. LEAD has built-in internal controls based on charter school best practices, and a sub-committee of the governing board oversees all financial aspects. The bulk of accounting and financial functions are outsourced to a third party provider. There is a contingency plan to delay opening new schools in the event of extreme cash flow deficits, but at present, LEAD has net assets of $4.7 million and cash on hand of over $4 million.

LEAD has had clean audits each year since opening their first school.

Analysis – The financial plan meets the standard for approval because their financial health is strong and internal controls are in place with board oversight. Additionally, LEAD has secured $4 million in federal funds to fund their growth plan.

The budget is built entirely on the state and local student funding, although LEAD has secured grants through several large organizations, including the Michael and Susan Dell Foundation, Charter School Growth Fund, Scarlett Family Foundation, and First Capital. The organization is applying for SIG funds in 2015-16.

The review team was not able to assess the financial impact of any additional schools opened through the ASD.

Portfolio Review/Performance Record

Summary of Performance – The LEAD organization is strong both organizationally and financially, as evidenced by the attached school report card. All of their schools except one have significantly raised the academic outcomes of their students, and they have just graduated their second group of seniors who have 100% acceptance to either a 2 or 4 year college.

Historical trends shows high levels of student growth over time within all LEAD schools except their flagship LEAD Middle. LEAD has demonstrated the ability to identify any negative trends in academic performance and invest the resources necessary to address those trends, as is evident at Cameron College Prep, which was named a rewards school four years after the turnaround efforts began.

Analysis – The Portfolio Review shows an organization with strong operational and financial tendencies and a very aggressive growth plan. LEAD has scored well on the
MNPS Academic Performance Framework with the exception of one school, and significantly changes have been made to that school.

The concerns of the review team center around the fact that there has been no evidence given of an established need for one, much less four, conversion schools. Of particular concern is the fact that each school, if approved, would create a new high school for which the need has not been discussed. Additionally, LEAD wants to stagger the opening dates of the schools out to the last one opening in 2018. This application cycle is for 2016-17 school openings. Schools wishing to open beyond that can apply in the appropriate cycles.

Finally, while the review team sees evidence of strong financial and operational practices, they were not able to review the finances or see the organizational structure with the addition of seven (7) schools with the Achievement School District. That addition could easily stretch the organization beyond its limits and dilute both the leadership and teacher pipelines.

In light of a full review, the review team does not believe it is in the best interests of students, families or the community to approve a new conversion school at this time.

Diversity

**Plan Summary** – LEAD Public Schools embraces the MNPS diversity measures, and has a plan in place to ensure all its schools meet the diversity goals as set by the district.

**Analysis** – The LEAD Public Schools latest school report cards list the following diversity rankings for each of their schools:

Cameron College Prep – meets the definition of a diverse school in the areas of both Racial/Ethnic and I/L/D.

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LEAD Academy (5-12) – meets the definition of diversity under I/L/D, but not Racial/Ethnic

LEAD Prep SE – meets the definition of diversity in both areas – Racial/Ethnic and I/L/D.
Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

LEAD Conversion School #3

Submitted By: LEAD Public Schools

Evaluation Team

Thomas Branch, COO KIPP Nashville Schools, tbranch@kippacademynashville.org, TEAM LEAD

44. Gerry Altieri, Coordinator of Exceptional Education, MNPS, Gerry.altieri@mnps.org
45. Katy Enterline, Data Coach, MNPS, Katherine.enterline@mnps.org
46. Rhonda Shaw, School Improvement Program Facilitator, MNPS, Rhonda.shaw@mnps.org
47. Michael Thompson, Coordinator ELD Compliance, Michael.thompson@mnps.org
48. Dr. Sammy Swor, Director of Belmont University Homework Hotline and former MNPS principal, Sammy.swor@belmont.edu
49. Lee Harrell, Director of Government and Labor Relations, Tennessee School Board Association, lharrell@tsba.net
50. Abby Barton, Instructional Lead, Purpose Prep, abarton@purposeprep.org
51. Denise Brown, Data Coach, MNPS, denise.brown3@mnps.org
52. Pamela Burgess, Community Outreach Specialist, MNPS, Pamela.burgess@mnps.org
53. Lagra Newman, School Leader, Purpose Prep, Lnewman@mnps.org
54. Kelli Peterson, Academic Dean, East End Prep, kpeterson@eastendprep.org
Introduction

Charter schools are public schools operated by independent, non-profit governing bodies that must include parents. In Tennessee, public charter school students are measured against the same academic standards as students in other public schools. Charter schools are required to serve all eligible students, with the education of at-risk students being of utmost importance.

It is the responsibility of the authorizer, to apply a rigorous authorization process in order to ensure only those charter schools meeting the needs of students open. Metropolitan Nashville Public Schools is interested in charter applicants who demonstrate the capacity to educate the most at-risk students in highly diverse and personalized settings.

An existing Tennessee operator proposing to open an exact model (including focus and grade levels) of an existing school currently authorized by MNPS may submit just the replication application, along with a copy of the original application of the school to be replicated.

The replication application allows existing operators to describe their organization’s structure, track record, and capacity to operate one or more schools in Tennessee and within MNPS. MNPS is allowed to look at previous academic data, operational data and financial data as found within the performance frameworks that are included as a part of each charter contract and that are used in creating the annual school report card for each charter school.

Evaluation Process

The Office of Innovation, Division of Charter Schools, has worked closely with the National Association of Charter School Authorizers (NACSA) to set up an evaluation process that embodies best practices from authorizers throughout the country and is rigorous and thorough.

In accordance with the NACSA Principles and Standards, three review teams were assembled to review the April, 2015 applications. Each team consisted of a team lead plus individuals who had expertise with curriculum, special education, English language learners, charter school financials, operations, management and legal. Each team was given extensive training in application review and interviewing techniques.

The Office of Innovation and one MNPS board representative exercised additional oversight of the process.
The stages of review are as follows:

**Phase I - Capacity Review**
Charter applications are thoroughly reviewed to insure sufficient strength in areas of Education Plan, Organization Plan and Business/Financial Plan, and Portfolio Review/Performance Record as described below:

- **Proposal Overview**
  Basic information about the proposed school

- **Evaluation**
  Analysis of the proposal based on the four major areas of plan development
  - **Educational Plan** – Key academic features described in the original application that might differ from the operator’s existing schools
  - **Organizational Plan** – Includes governing body; governing board composition, management and operations; staffing and Human Resources; Professional Development; Student Recruitment and Enrollment; Growth Plan, CMO status (if applicable), and detailed management plan for governance structure at both the school and network levels
  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office
of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: LEAD Conversion # 3 (to open in 2017)

Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

Enrollment Projections

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<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
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<th>Grades</th>
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<td>Year 2</td>
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<td>At Capacity</td>
<td>1000</td>
<td>1000</td>
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RECOMMENDATION

School Name: LEAD Conversion

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

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<thead>
<tr>
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Operations Plan and Capacity

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Portfolio Review/Performance Record

<table>
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<tbody>
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Diversity Management

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**Analysis** – The LEAD Conversion plan partially meets the standard for approval because the review team is unclear on exactly what LEAD is asking for.

While the stated reason for the conversion is to partner with MNPS to convert a priority middle school, the plan is actually built on LEAD’s model of a school with grades 5-12. If approved, MNPS would automatically be adding an additional high school with no demonstrated need. Additionally, the priority schools in MNPS are entering the iZone and there is no articulated plan for identifying schools eligible for conversion within MNPS. The Charter Schools Office does not have authority to identify schools alone.
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LEAD has had clean audits each year since opening their first school.

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Summary of Performance – The LEAD organization is strong both organizationally and financially, as evidenced by the attached school report card. All of their schools except one have significantly raised the academic outcomes of their students, and they have just graduated their second group of seniors who have 100% acceptance to either a 2 or 4 year college.

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Analysis – The Portfolio Review shows an organization with strong operational and financial tendencies and a very aggressive growth plan. LEAD has scored well on the
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LEAD Conversion #2

Metropolitan Nashville Public Schools
Office of Innovation

Charter School Application Replication Recommendation Report

LEAD Conversion School #4

Submitted By: LEAD Public Schools

Evaluation Team

Thomas Branch, COO KIPP Nashville Schools, tbranch@kippacademynashville.org, TEAM LEAD
55. Gerry Altieri, Coordinator of Exceptional Education, MNPS, Gerry.altieri@mnps.org
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57. Rhonda Shaw, School Improvement Program Facilitator, MNPS, Rhonda.shaw@mnps.org
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  - **Business Plan** – Including budget assumptions, five year budget and first year start-up budget; Financial Management; network fiscal capacity with an emphasis on human capital expenditures, accounting, purchasing, payroll, and audits
  - **Portfolio Review/Performance Record** – Summary of replicating school’s performance record and network financial capacity.

Opening a successful, high-performing charter school depends on having a complete, coherent plan. It is not an endeavor for which strength in one area can compensate for weakness in another. Therefore, in order to receive a recommendation for approval, the application must meet or exceed the criteria in all four areas of the capacity review in order to move forward to the next phases of consideration.

**Phase II – Absolute Priorities**
If an application meets standard in all four (4) areas of the capacity review, it then moves to Phase II. The application must meet both absolute priorities of strong academic benchmarks and diversity plan that aligns with the MNPS Board of Education diversity goals. A separate diversity plan submitted by applicants will be evaluated for recruiting plans, transportation, facility acquisition and recruitment strategies to discern whether an applicant meets diversity standards. An application that does not meet both absolute priorities in Phase II will not move forward in the application process.

**Phase III – Competitive Priorities**
Once applications have been ranked by tier-level according to their competitive priority ranking, and the district’s annual needs assessment plan report is complete, the Office
of Innovation in consultation with Student Assignment, Diversity Management, and the Director’s Office will consider and make recommendation for investment in new schools matched to identified needs of the district.
Proposal Overview

School Name: LEAD Conversion # 4 (to open in 2018)

Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

Enrollment Projections

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Planned # of Students</th>
<th>Maximum # of Students</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>140</td>
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</tr>
<tr>
<td>Year 2</td>
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<tr>
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</tr>
<tr>
<td>At Capacity</td>
<td>1000</td>
<td>1000</td>
<td>5-12</td>
</tr>
</tbody>
</table>
RECOMMENDATION

School Name: LEAD Conversion

Summary of Section Ratings
Ratings options for each section are Exceeds the Standard; Meets the Standard; Partially Meets the Standard; Does Not Meet the Standard.

Phase I Capacity Review

Academic Plan Design and Capacity

Partially Meets

If applicable, rationale and identified resources for any key academic features that would differ significantly from the organization’s current model

Operations Plan and Capacity

Meets or exceeds

A strong description of the network vision, growth plan, and capacity for quality school replication. Includes staffing plans, network management, governance, and school management contracts (if applicable)

Financial Plan and Capacity

Meets or exceeds

Financial plan is aligned internally, accounts for network growth as well as individual school growth, has sufficient cash flow, revenues, and realistic budget assumptions.

Portfolio Review/Performance Record

Partially Meets

Review of previous performance management reports – academic, operational, and financial.

Diversity Management

Meets or Exceeds
New school will meet diversity definitions in the MNPS Diversity Management Strategy; new school will adopt a diversity plan supportive of and similar in kind to the MNPS Diversity Strategy; new school will not reduce the number of diverse schools (district-run or charter) currently operating in Nashville
Academic Plan Design and Capacity

Plan Summary – LEAD Public Schools proposes to replicate their current conversion school, Cameron College Prep. Cameron College Prep has a proven success record, having been named as a reward school for progress by the State of Tennessee last year. The key academic features for the conversion school will not differ from the existing LEAD schools. The core elements of the LEAD academic plan are:

- Small schools and integrated 5-12 grade levels
- Rigorous academics – college preparation curriculum
- Extra time in school – one extra week per year
- Commitment to Arts, Athletics, and Extra-Curricular Activities – LEAD provides opportunities for activities that are crucial components to a well-rounded education
- Gender based advisories – all students assigned to a small advisory group of 12-16 students called “Crew”, that is led by the same staff member for the entire year
- Technology as a learning tool – blended technologies for all students, moving towards 1:1 computing
- College focused culture – all students participate in college visits, beginning in 5th grade. They also research colleges, sit in on college level classes, meet students from various colleges, and receive application support
- LEAD Ethos – students paired with caring adult and provided a venue to develop personal engagement and advance social and emotional skills.

LEAD will guarantee all students within the zone of the school to be converted will be accepted at any time of the year and will also open any available seats to non-zoned families.

In addition, LEAD has set performance goals of: 95% attendance, enrollment of 140+ students, TVAAS growth scores of 4-5 on a 5 point scale, TCAP scores at or above the district average by 8th grade, MNPS Academic Performance Framework ranking based on a three year average of satisfactory or above, Average ACT score of each graduating class above the district average and growing to 21 or higher over time, and 100% acceptance to a 2 or 4 year college for students with a regular diploma.

Analysis – The LEAD Conversion plan partially meets the standard for approval because the review team is unclear on exactly what LEAD is asking for.

While the stated reason for the conversion is to partner with MNPS to convert a priority middle school, the plan is actually built on LEAD’s model of a school with grades 5-12. If approved, MNPS would automatically be adding an additional high school with no demonstrated need. Additionally, the priority schools in MNPS are entering the iZone and there is no articulated plan for identifying schools eligible for conversion within MNPS. The Charter Schools Office does not have authority to identify schools alone.
Additionally, this conversion application is one of four submitted during this application cycle, as well as an additional seven conversion schools applied for through the Achievement School District. There is a concern about the organization’s ability to continue the same levels of high achievement while trying to expand by adding one or more schools per year. Although the organization has addressed attracting and retaining strong school leaders through its residency program the team is concerned that such rapid growth may dilute the ability of the organization to attract and retain enough strong, effective leaders and teachers.

**Operational Plan and Capacity**

**Plan Summary** – LEAD Public Schools is a charter management organization with a nine (9) member governing board that meets every two months to review financial data. LEAD has traditionally provided transportation either through its own fleet of buses, or in partnership with MNPS to lease buses. That will continue in the conversion school. Food service is done in partnership with MNPS and facilities will not be an issue as a conversion school works within the existing building. LEAD has a central office with human capital, accounting, technology, and design supporting each school team.

**Analysis** – The operational plan meets the standard for approval because the review team is convinced there is a strong, diverse governing board that has clearly demonstrated accountability and has shown the ability to address any concerns that arise. LEAD Public Schools has a very strong partnership with MNPS, and shows a history of executing on increased academic outcomes for students. Where those results are not as good as expected, the LEAD team has demonstrated the ability to adapt, regroup, and implement necessary changes.

There is a clear leadership pipeline, especially with the addition of the leadership residency. The review team does express the concern that rapid growth by the organization could dilute or erode this pipeline too quickly if they are opening a school per year for the next three years.

There is a well-thought out staffing plan for the Nashville schools, and a professional development plan for teachers that includes 10 full days, a mid-year retreat, weekly staff development, and new teacher orientation.
Financial Plan and Capacity

**Plan Summary** – LEAD’s financial model evidences conservative estimates of staffing levels, expenses and enrollment, as well as the generation of substantial cash resources to support changes as they occur. LEAD has built-in internal controls based on charter school best practices, and a sub-committee of the governing board oversees all financial aspects. The bulk of accounting and financial functions are outsourced to a third party provider. There is a contingency plan to delay opening new schools in the event of extreme cash flow deficits, but at present, LEAD has net assets of $4.7 million and cash on hand of over $4 million.

LEAD has had clean audits each year since opening their first school.

**Analysis** – The financial plan meets the standard for approval because their financial health is strong and internal controls are in place with board oversight. Additionally, LEAD has secured $4 million in federal funds to fund their growth plan.

The budget is built entirely on the state and local student funding, although LEAD has secured grants through several large organizations, including the Michael and Susan Dell Foundation, Charter School Growth Fund, Scarlett Family Foundation, and First Capital. The organization is applying for SIG funds in 2015-16.

The review team was not able to assess the financial impact of any additional schools opened through the ASD.

Portfolio Review/Performance Record

**Summary of Performance** - The LEAD organization is strong both organizationally and financially, as evidenced by the attached school report card. All of their schools except one have significantly raised the academic outcomes of their students, and they have just graduated their second group of seniors who have 100% acceptance to either a 2 or 4 year college.

Historical trends shows high levels of student growth over time within all LEAD schools except their flagship LEAD Middle. LEAD has demonstrated the ability to identify any negative trends in academic performance and invest the resources necessary to address those trends, as is evident at Cameron College Prep, which was named a rewards school four years after the turnaround efforts began.

**Analysis** – The Portfolio Review shows an organization with strong operational and financial tendencies and a very aggressive growth plan. LEAD has scored well on the
MNPS Academic Performance Framework with the exception of one school, and significantly changes have been made to that school.

The concerns of the review team center around the fact that there has been no evidence given of an established need for one, much less four, conversion schools. Of particular concern is the fact that each school, if approved, would create a new high school for which the need has not been discussed. Additionally, LEAD wants to stagger the opening dates of the schools out to the last one opening in 2018. This application cycle is for 2016-17 school openings. Schools wishing to open beyond that can apply in the appropriate cycles.

Finally, while the review team sees evidence of strong financial and operational practices, they were not able to review the finances or see the organizational structure with the addition of seven (7) schools with the Achievement School District. That addition could easily stretch the organization beyond its limits and dilute both the leadership and teacher pipelines.

In light of a full review, the review team does not believe it is in the best interests of students, families or the community to approve a new conversion school at this time.

Diversity

Plan Summary – LEAD Public Schools embraces the MNPS diversity measures, and has a plan in place to ensure all its schools meet the diversity goals as set by the district.

Analysis – The LEAD Public Schools latest school report cards list the following diversity rankings for each of their schools:

Cameron College Prep – meets the definition of a diverse school in the areas of both Racial/Ethnic and I/L/D.

Brick Church College Prep – does not meet the definition of a diverse school by either measure

LEAD Academy (5-12) – meets the definition of diversity under I/L/D, but not Racial/Ethnic

LEAD Prep SE – meets the definition of diversity in both areas – Racial/Ethnic and I/L/D.
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Program Overviews .................................................................................................. 4
Projected Enrollment by School ............................................................................. 9
Summary of Recommendations: 2015 Applicants at a Glance ............................. 10
Projected Enrollment Growth for Recommended Schools ...................................... 11
Projected Enrollment in Already Approved Schools .............................................. 12
Charter School Wait Lists (as of 5/21/2015) ......................................................... 13
## Summary of 2015 Charter Applications

<table>
<thead>
<tr>
<th>School Name</th>
<th>School Type</th>
<th>Grade Range</th>
<th>Year 1</th>
<th>Number of students year 1</th>
<th>Number of Students at Capacity</th>
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<td>Cameron College Prep HS</td>
<td>Replication</td>
<td>9-12</td>
<td>2016</td>
<td>320</td>
<td>620</td>
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<td>KA @The Crossings</td>
<td>Replication</td>
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<td>2016</td>
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<td>400</td>
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<td>500</td>
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<td>D.R.E.A.M. Academy</td>
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<td>Pre-K – 4</td>
<td>2016</td>
<td>200</td>
<td>600</td>
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<td>International Academy of Excellence</td>
<td>New Start</td>
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<td>2016</td>
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<td>Rocketship 3</td>
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<td>560</td>
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<td>2016</td>
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<td>Conversion/Replication</td>
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<td>2017</td>
<td>140</td>
<td>1,000</td>
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<tr>
<td>LEAD Academy Conversion 3</td>
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<td>2017</td>
<td>140</td>
<td>1,000</td>
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<td>140</td>
<td>1,000</td>
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### Amendment Requests

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<th>School Name</th>
<th>Grade Range</th>
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<th># Y1</th>
<th>#All in</th>
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<td>East End Prep</td>
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<td>2017</td>
<td>100</td>
<td>300</td>
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<tr>
<td>LEAD Academy</td>
<td>Existing School</td>
<td>Eliminate Middle School Grades 5-8</td>
<td>2016</td>
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### Renewals

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<th>School Name</th>
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<th>Number of students</th>
<th>Number of Students at Capacity</th>
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<td>KIPP Academy</td>
<td>Original KIPP school</td>
<td>5-8</td>
<td>2016</td>
<td>350</td>
<td>360</td>
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<tr>
<td>School Name</td>
<td>Grade Range</td>
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<td># Y1</td>
<td># All in</td>
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</tr>
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<td>------------------------------</td>
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<td>------</td>
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<td>------------------------</td>
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<tr>
<td>East End Prep</td>
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<td>300</td>
<td>K-5 School Now</td>
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<td>LEAD Academy</td>
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<td>2016</td>
<td>NA</td>
<td>800</td>
<td>Maintain seats for HS</td>
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Program Overviews
Cameron College Prep High School

Rationale for Expanding Current Network of Schools: Since LEAD opened its second school, Cameron College Prep, in 2011 in partnership with MNPS, LEAD’s plan has been to open a high school to accommodate the students currently enrolled in Cameron College Prep Middle School (which enrolls 450 students in grades 5-8). This middle school is not chartered for high school grades and it is imperative that we provide our Cameron students (and other community students as enrollment numbers allow) with the opportunity for guaranteed matriculation to a high-quality high school that continues LEAD’s high expectations for students in academics, character growth, high school graduation and 100% acceptance of graduates into a four-year college or university.

Proposed location: 1034 1st Avenue South (current location of Cameron College Prep Middle)

D.R.E.A.M. Academy (Diverse, Rigorous, Education, Academic Achievement Model)

Mission and Vision: To create enthusiasm for learning through FUN (meeting Fundamental Universal Needs of all students) and PLAY (Purposeful Learning Academic Achievement for Youth), promoting one to D.R.E.A.M.

Proposed location: 5050 Linbar Avenue, Antioch, TN 37211

East End Preparatory Amendment adding grades 6-8 (opening in 2017)

Mission and Vision: Mission: East End Preparatory prepares scholars for college degree completion and success in the competitive world beyond, through academic excellence and cultivating habits of the mind that promote strength of character and intellect.

Vision: Success is not only defined by academics, but by holistic child development. East End Preparatory’s approach combines excellence in academics, character and virtues, the arts, and sports to provide an unmatched education in preparation for college and beyond.

Proposed location: 1460 McGavock Pike

International Academy of Excellence

Mission and Vision: The mission of the International Academy of Excellence is to provide a quality education in a safe learning environment for and linguistically diverse student population. The International Academy of Excellence will blend academic rigor
with character building and cultural awareness to enable its students to thrive within a global society.

**Proposed location:** Southeast Davidson County

**KIPP Nashville Primary**

**Rationale for Expanding Current Network of Schools:** KIPP Nashville Primary is designed with the needs of students who come from low-performing schools and may be behind grade level in reading and/or math, and/or require intervention to meet and exceed standards. In Nashville, these students are largely low-income and/or students of color. Because the capacity to meet these needs is a foundation of the model (data-driven decision making, robust time and capacity for intervention, and differentiation as a core element of instruction), KIPP Nashville Primary is designed with the capacity to meet the diverse needs of a diverse population by expanding access to a proven high-performing college-prep program in a community currently without such options.

**Proposed location:** KIPP Nashville Primary will partner with MNPS to identify a community with limited access to high-performing, college-prep schools as the target community for the school.

**KIPP Nashville Middle**

**Rationale for Expanding Current Network of Schools:** KIPP Nashville Middle is designed with the needs of students who come from low-performing schools and may be behind grade level in reading and/or math, and/or require intervention to meet and exceed standards. In Nashville, these students are largely low-income and/or students of color. Because the capacity to meet these needs is a foundation of the model (data-driven decision making, robust time and capacity for intervention, and differentiation as a core element of instruction), KIPP Nashville Middle is designed with the capacity to meet the diverse needs of a diverse population by expanding access to a proven high-performing college-prep program in a community currently without such options.

**Proposed location:** KIPP Nashville Middle will partner with MNPS to identify a community with limited access to high-performing, college-prep schools as the target community for the school.

**Knowledge Academies @ The Crossings**

**Rationale for Expanding Current Network of Schools:** KA @ the Crossings is committed to meeting the needs of traditionally underserved and diverse cultural community of Antioch. In the Antioch region, sixty percent (60%) of the students have achievement profiles significantly below the state average in Reading, Mathematics and
Science. The ACT College Readiness indicators average in the region significantly lag district averages, and the geographic zone (Cane Ridge) is projected at over 110% capacity by 2017. KA @ The Crossings will provide even more students in this geographic zone the opportunity to attend a high-quality, academically achieving, diverse school.

**Proposed location:** Cane Ridge Cluster

**LEAD Conversion # 1 (to open in 2016)**

**Rationale for Expanding Current Network of Schools:** LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

**Proposed location:** An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

**LEAD Conversion # 2 (to open in 2017)**

**Rationale for Expanding Current Network of Schools:** LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

**Proposed location:** An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

**LEAD Conversion # 3 (to open in 2017)**
Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

LEAD Conversion # 4 (to open in 2018)

Rationale for Expanding Current Network of Schools: LEAD’s mission is to support, train, and educate the next generation of responsible citizens. At LEAD Public Schools we believe that every student has the potential to graduate from high school and attend a four-year college/university, and commit to adopting a “Whatever It Takes” attitude toward making this a reality. Our target population is a zoned enrollment school identified as a Priority School or the lowest performing middle schools in the city as identified on the MNPS Academic Performance Framework 3-year average ranking. The school would follow LEAD Public School’s Phase-in model pioneered at Cameron College Prep and Brick Church College Prep by adding one grade per year until all grades are included.

Proposed location: An underperforming middle school in North, East, or South Nashville that is mutually identified by LEAD Public Schools and MNPS

Rocketship Nashville #3

Rationale for Expanding Current Network of Schools: Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

Proposed location: Southeastern Davidson County with in the Overton, Glencliff, and Antioch clusters.

Rocketship Nashville #4
**Rationale for Expanding Current Network of Schools:** Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

**Proposed location:** Southeastern Davidson County with in the Overton, Glencliff, and Antioch clusters.

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**Rocketship Education Conversion**

**Rationale for Expanding Current Network of Schools:** Rocketship’s mission is to eliminate the achievement gap by graduating their students at or above grade level in Literacy and Math. Furthermore, Rocketship seeks to create a future in which thousands of children from Tennessee have graduated from four-year colleges and have come back to Tennessee to eradicate the last traces of the achievement gap.

**Proposed location:** Rocketship will partner with Metro Nashville Public Schools to determine the school and community that will be best matched with Rocketship.
### Projected Enrollment by School

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Summary of Recommendations: 2015 Applicants at a Glance

Recommended Approvals: Continuation/Expansion Schools

Cameron College Prep HS proposes to commence operations at the Cameron building fall of 2016, serving students who matriculate from LEAD Middle Schools.

East End Prep is currently chartered to serve grades K-5 only. Substantial demand from current parents at this highly effective school led to their application to continue serving their current families through 8th grade by adding grades 6-8 beginning in the fall of 2017.

Knowledge Academies proposes to grow the size of their existing middle school by 400 students over the next 5 years. The school has performed well and was approved for a high school last year where students can continue the pathway that begins in 5th grade.

Recommended Approvals: Management Conversion Schools

LEAD Conversion #1 proposes to convert a low-performing middle school and serve students in the middle school zone. Modeled on LEAD’s management conversion work at Cameron and Brick Church, selection of the school to be converted will be made by the District in consultation with LEAD.

Recommended Denials: New Start Schools

These schools were not rated meets or exceeds on all parts of the capacity review process, and it is our policy to recommend denial for schools that do not meet or exceed in all categories.

KIPP Nashville Primary
KIPP Nashville Middle
Rocketship #3
Rocketship #4
International Academy of Excellence
D.R.E.A.M. Academy

Recommended Denials: Management Conversion Schools

LEAD Conversion #2
LEAD Conversion #3
LEAD Conversion #4
Rocketship Conversion
### Projected Enrollment Growth for Recommended Schools

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### FIVE-YEAR TOTAL ENROLLMENT FOR RECOMMENDED SCHOOLS

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Grand Total for 2015-16 – 1,240

NOTE – Brick Church College Prep, KIPP@Kirkpatrick, Cameron College Prep, and Neely’s Bend College Prep are zoned charters and a waitlist would not apply
MNPS-PRI Partnership Project

Report to the MNPS School Board

Dale C. Farran, PhD
Karen S. Anthony, PhD
Kimberly T. Nesbitt, PhD
Deanna N. Meador, MA
Jessica M. Ziegler, MEd
Caroline H. Christopher, PhD
Ashley G. Keene, MS

Peabody Research Institute
Vanderbilt University

June 2015
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BACKGROUND AND OVERVIEW

Universal pre-k is a much-discussed idea currently, and emphasis is placed on “high quality” pre-k. Definitions for what constitutes high quality, unfortunately, are not clear, and the attempts to define it have not been informative about the elements of a pre-k program that might best achieve the goal of helping children be successful in school long-term. In a unique partnership between researchers and educators, we are following an empirical model for determining and developing a high quality pre-k program for the Metropolitan Nashville Public School system’s (MNPS) Early Learning Centers.

Ours is a data-driven model, sharing data collaboratively among researchers, teachers, coaches and administrators throughout the school year to determine what works and for whom. There are precedents for this kind of data driven approach, though not many. Both the Boston Public Schools and Tulsa, OK, are cited as having excellent programs. Neither Boston nor Tulsa, however, documented the process of change as they developed their programs. Thus we have no models for change. We intend, however, for MNPS to join Boston and Tulsa, becoming one of the three school districts people reference when looking for high quality and effective pre-kindergarten programs. Moreover, we will provide documentation for how the changes came about in ways others can emulate.

In 2014-15, MNPS embarked on a unique mission to improve the quality of its public pre-kindergarten programs. MNPS created three pre-k model early learning centers (ELCs). The goal of these ELCs is two-fold: one, MNPS is partnering with Vanderbilt University’s Peabody Research Institute (PRI) to create a data-driven change process by which potential markers of classroom quality related to improved child outcomes are identified; and two, MNPS hopes the data collected through the partnership will lead to a model that can be disseminated and implemented by all pre-k teachers district-wide to improve the pre-k system as a whole.

The approach of this proposed project has been one of true partnership between PRI and MNPS. Through this partnership, the ELC staff at MNPS worked closely with PRI to set goals for teaching and learning within the ELCs that could be closely monitored and examined through multiple classroom observations and student assessments conducted by PRI. This process was an iterative one, involving stages of planning, implementation, testing, evaluation, and deployment that engaged both groups in the partnership. The primary methodology used involved a continuous improvement process.

This report is divided into several sections. The first section is a description of the data collection and reporting timeline. Second, we describe our assessment tools and provide an example of how these data were shared with the ELCs. Third, we describe the classroom observations, and provide an example of how the ELCs used observation results to set goals. Next, we present assessment results regarding ELC children’s kindergarten readiness. Finally, we discuss future directions. An appendix provides information about students in the evaluation sample and demographic information. We give more detail about the pre-post assessment gains of various subgroups of students (children characterized as ELL, children from economically disadvantaged backgrounds and children with disabilities). In addition, we present more of the results from two rounds of classroom observations.
PROJECT TIMELINE AND REPORTING/FEEDBACK CYCLE

The MNPS-PRI partnership involved a complex cycle of assessment and observation data collection, with real-time feedback for directors and teachers. The goal of providing relevant information that teachers can use to inform practice *within the same school year* led to an ambitious data collection effort and reporting timeline. The following diagram is an overview of the project activities that occurred during the 2014-15 school year.

In the MNPS-PRI Partnership Project the assessment and observation data were collected, analyzed, and reported back in real time throughout the school year. First, child assessment data were provided to directors and teachers in a user-friendly format, with detailed and specific information about their children’s knowledge and skills at the beginning of pre-kindergarten. The process of assessment data collection and reporting was as follows:

- Pre-test assessments (completed on 10/17)
  - Assessment data shared with directors (11/17)
- Post-test assessments (completed on 5/20)
  - Data from the end of year assessments are included in the Results section and in the Appendix.
Second, the observational data were provided to teachers as soon as they were collected and analyzed so that teachers could reflect on their practice and work with directors and coaches to set goals. The process of observation data collection and reporting was as follows:

- **Round 1 Classroom Observations** (completed on 11/21)
  - Round 1 Observation data shared with ELC directors (12/14)
  - The initial meeting to review observation data was conducted with all three ELC directors present. This conversation prompted many follow-up questions and requests for additional information, which were provided by the PRI team.
  - After they reviewed the observation data, ELC directors employed different strategies for sharing this information with their teachers.
  - Individual ELCs set goals for things they wished to change by the second round of observations.
- **Round 2 Classroom Observations**¹ (completed on 3/20)
  - Round 2 Observation data shared with ELC directors in individual center meetings (week of 4/6)
  - To allow PRI staff to tailor observation results to meet the needs and goals of each ELC director, we met individually with each director after Round 2.
  - There was limited time between the reporting for Round 2 and the beginning of Round 3 observations, but ELC directors communicated the results of the new observation data with their staff and revisited the goals that were set in the beginning of the year.
- **Round 3 Classroom Observations** (completed on 5/20)
  - These data will be reported to directors soon and will serve as the basis for professional development in late July.

¹ Note: Round 2 observations were originally planned for February but were delayed by 2 weeks because of weather-related school closures.
CHILD ASSESSMENTS

To support their efforts in developing high-quality pre-kindergarten instruction, ELC directors and teachers needed in-depth and relevant data about the knowledge and skills children possessed at the beginning of the year. This section describes the types of measures PRI used for child assessments and provides an example of how pre-test results were shared with ELC staff in the fall.

Assessments were individually administered to all children enrolled in the ELCs in Fall 2014 and Spring 2015. Assessments were divided into two separate individually administered sessions, designed to last no more than 35 minutes each. The measures included standardized assessments with national norms (e.g., Woodcock-Johnson and PPVT), as well as non-normed assessments focusing on self-regulation. In addition, teachers rated the social skills and learning behaviors of the children. Assessments took place from early September to mid-October in the fall and from mid-April until mid-May in the spring.

Assessments were divided into four main areas, including: Vocabulary, Literacy, Mathematics and Self-Regulation and Interpersonal Skills.

**Vocabulary (Language)**
1. *Peabody Picture Vocabulary Test (PPVT)*. Assesses children’s receptive vocabulary knowledge. Requires children to point to one of four pictures that corresponds to an orally-presented word.

**Literacy Measures**
1. *Woodcock-Johnson Spelling*. Assesses children’s writing and spelling skills (drawing lines and tracing, writing letters, and spelling orally presented words). This subtest measures both children’s fine motor skills (using a pencil to draw lines/trace images on paper) and letter and print knowledge (using a pencil to write orally-presented letters/words).


**Mathematics Measures**
1. *Woodcock-Johnson Applied Problems*. Assesses children’s ability to solve mathematics problems. The early part of this subtest (most often reached by 4-5 year-olds) focuses primarily on number sense and counting.

2. *Woodcock-Johnson Quantitative Concepts*. Assesses children’s knowledge of mathematical concepts (including vocabulary, numbers, shapes, symbols), and number line knowledge.
Self-Regulation and Interpersonal Skills Measures

**Individual Assessments**

1. *Peg-Tapping.* Assesses children’s *inhibitory ability.* This task requires children to inhibit their natural tendency to replicate a behavior, and instead respond according to a rule. Children are required to tap a peg twice when the assessor taps once, and vice-versa.

2. *Statue Task.* Assesses children’s *ability to resist distractions.* The task asks children to stand still, with one hand on a table and the other raised for 75 seconds with eyes closed, while ignoring distractors provided by the assessor.

**Teacher Ratings**

1. *Work-Related Skills.* Children’s classroom work-related skills were rated by their teachers in the fall and spring on a 7-point scale. Teachers completed items about *independent work, compliance with instructions, and memory for instructions.*

2. *Interpersonal Skills (Social).* Teachers rated children’s interpersonal skills in fall and spring on a 7-point scale. Teachers completed items about *how well children got along with peers and their teacher.*
DATA SHARING EXAMPLE: PRE-TEST ASSESSMENT INFORMATION

After the pre-test assessment data were analyzed, the PRI team developed a user-friendly web tool that allowed directors and teachers to see results at the center, classroom and individual child levels.

*Center-Level Report.* The screenshot below shows a sample center-level report that included information on all children assessed at each ELC. This allowed teachers and administrators to “see across the data” for each ELC to determine which skills needed the most attention and which skills were strengths for the majority of children.
Classroom-Level Report. The screenshot below shows a sample classroom-level report that included information on all the children assessed in each classroom. This provided teachers and administrators an overview of each child’s skill level on each area assessed. With this information, teachers could also consider how children might be paired to facilitate peer-to-peer learning. Teachers could access their own classroom report but not the reports of others; ELC directors could access all the classroom-level reports in their individual center.

![Classroom-Level Report](image-url)
**Individual Child Report.** Further, in-depth information was provided about individual children’s skills in key content areas in a profile type format. The child’s teacher and the director of the center could access individual child data.

After receiving the data from PRI, ELC directors met with coaches and teachers and helped teachers become familiar with the online data tool and review the results.

Also available to the teachers online was an “Ask a Researcher” form through which they could seek further information from the PRI research team, as well as a “Connect and Collaborate” forum through which all partners in the project could share information around specific topics.
CLASSROOM OBSERVATION TOOLS

During three separate observation cycles (in November, March, and May), two observers visited each ELC classroom for a full school day to note all instructional activities. One observer completed the Advanced Narrative Record. The second observer completed the Teacher Observation in Preschool (TOP) and the Child Observation in Preschool (COP). The classroom observation measures are described below.

**Advanced Narrative Record**
The Advanced Narrative Record is an open-ended format for capturing a running record of “what’s happening” throughout the school day. The focus of the Advanced Narrative Record is the whole class; whatever the class as a whole (defined as at least 75% of the children) is doing is coded. (PRI has used this tool for data collection in multiple other pre-k studies, including PRI’s Evaluation of the Tennessee Voluntary Pre-K Program.)

The Advanced Narrative Record items of interest for this report are:

- Episodes of Time: Information about the amount of time spent on different types of content and in different types of learning settings is collected.
  - Activity Type (learning setting): Describes categorically the mode of instruction during the episode.
    - Whole group
    - Small group(s)
    - Centers
    - Small group and centers (some children in centers and some in small groups)
    - Meal, Nap, Transition
    - Specials
    - Gross Motor
  - Content of Instruction (learning focus): A code for the content of instruction that provides the academic focus for each episode. (Illustrated in the Appendix.)
    - Math, Science, Literacy, Reading, Social Studies, Gross Motor, Art, Music/Movement, Other, None

Information is also collected about the level of instruction, cognitive and language demands, engagement level of students, compliance level of students, and behavior reminders and reinforcers. These data can be provided upon request.

**Teacher Observation in Preschool (TOP)**
The TOP is a system for observing the teacher and assistant’s behaviors in preschools across a daylong visit. The TOP is based on a series of snapshots of the behaviors of both the teacher and assistant. The teacher’s behavior is observed for a 3-second window before scoring. Once scoring has been completed for the teacher, the same procedure is followed for the assistant in
the classroom. At the end of an observation, a total of 24 sweeps each was collected on the teacher and the assistant. The TOP includes a total of 9 different coding categories, and the ones of interest for this report are:

- The types of tasks in which the teacher or assistant is engaged (illustrated in the Appendix)
  - Instruction or Assessment
  - Management (including administration, monitoring, and personal care)
  - Behavior Approving
  - Behavior Disapproving
  - Social
- The level of ongoing instruction or assessment (illustrated in the Appendix)
  - None, Low, Basic Skills, Some Inferential, and Highly Inferential
- How much and to whom the teacher talks and listens (illustrated in the Appendix)

**Child Observation in Preschool (COP)**
The COP is a system for observing children’s behaviors in preschool across a daylong visit; it is collected by the same observer in conjunction with the TOP. The COP is based on a series of snapshots of children’s behaviors during the day. A specific child is observed during a 3-second window and then coded across 9 dimensions before the observer moves to the next child. At the end of an observation, a total of 24 sweeps is collected on each child in the classroom. The COP includes a total of 9 different coding categories, and the ones of interest for this report are:

- The different types of interactions in which children are participating
  - Alone
  - Parallel
  - Associative or Cooperative
  - Onlooking
  - Social
  - Other: Unoccupied, Timeout, Routine Tasks
- How involved children are in their learning activity (Rated on a 5-point scale from low to high)
- How much and to whom the children talk and listen (illustrated in the Appendix)
GOAL SETTING EXAMPLE: CLASSROOM OBSERVATION DATA

Following Round 1, all three ELCs focused on reducing transition time and naps to provide for more learning opportunities in the classroom. The pie graphs shown below illustrate how classroom time was spent in Observation 1 and the changes that occurred in Observation 2. These are averaged across the three ELCs.

Preschool Activities Provided to the Whole Class Based on Time in Minutes

Observation 1: November 2014

Observation 2: March 2015

These changes provided substantially more opportunity to interact with children in learning settings.
READINESS FOR KINDERGARTEN

1. **Academic Achievement.** Presented below are children’s posttest scores on the academic measures. The national norm on these tests is 100, which would be average performance. Children finished the school year prepared for kindergarten in most areas. Their spring posttest scores are very similar to the ones reported for both the Boston and Tulsa Pre-K programs. One area will need more attention next year from the ELCs – spelling or, at this age, writing. More attention will also be paid to math concepts next year.
2. **Self-Regulation and Interpersonal Skills.** Presented below are the pre-post changes for the direct assessments of self-regulation and teacher ratings of children’s learning or work-related skills and their social or interpersonal skills. The data come from all three ELCs. These assessments do not have norms. Children gained skills in all areas. They became more able to inhibit responses and follow the rules; they became better able to resist distractions. Their teachers perceived them to have changed – to be more socially skillful and better classroom learners. These kinds of behaviors are often called “non-cognitive skills” and can be as important to school success as achievement.

Children's Readiness for Kindergarten:
Self-Regulation Skills
CONCLUSIONS AND FUTURE DIRECTIONS

This was the first year of an ambitious and unprecedented effort by a school system to use data to inform and develop its pre-kindergarten program. A partnership between researchers and school district personnel has required adaptations and trust on both sides. Rarely are data presented in real time about ongoing classroom processes. Determining which processes to change and, moreover, how to make changes in the midst of delivering a program were not simple decisions to make or enact.

The three model early learning centers opened in August with unfinished playgrounds, and some classrooms and one entire building not completely ready. They attracted families of diverse economic backgrounds as intended and enrolled children at an amazing speed. A new curriculum and a new assessment tool were adopted. Processes for administering an independent building without the benefit of an existing K-4 structure had to be developed and revised. By the middle of the school year, those kinds of important administrative details were worked out and running smoothly. In the midst of all these adjustments, the ELCs welcomed close scrutiny from Vanderbilt researchers.

There is much to be proud of this first, intense year. Children left the program with skills at the national average in such important areas as letter-word correspondence – an essential component of reading readiness – and in number concepts in math. They scored at the national norm on the PPVT, a notoriously difficult to change measure that also is highly predictive of later school success. Children achieved less in the areas of spelling (early writing) and mathematical concepts. The ELC directors will decide how to make changes in these areas; as their research partners, we will craft our observations to obtain data on how well their decisions are being implemented and how this impacts outcomes for children. More detailed data on how different groups of children fared in the ELCs are presented in the appendix.

Administrators, directors, coaches and teachers are becoming familiar with the kinds of descriptive data our observational systems yield. Except in research laboratory settings, directors, coaches and teachers have never had this much information about the interactions and processes occurring in their classrooms. Determining goals for changes in practices proved to be something we all had to learn how to do. More details from the first two classroom observations are presented in the appendix.

We plan to continue this partnership for the next school year, 2015-16. We will work together over the summer to make plans based on the data already collected and to determine specific foci for data collection in the coming year. MNPS could soon become one of the three school systems people turn to for evidence of high quality, effective early childhood education.
# Appendix

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<td>29</td>
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<tr>
<td>(EXCLUSIVE of Meal and Nap)</td>
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</tbody>
</table>
CONSORT CHART

This chart details the number of children involved in the analyses presented in this document. The assessment results presented in this report include only children for whom we had both fall and spring assessments. The chart does not reflect all the movement of children in and out of the ELCs – but merely represents those who were present/not present at the time of fall and spring assessments, only those children on whom we had fall scores but could not get spring scores and who remained. Our assessment analyses are based on 408 children.

MNPS-PRI Partnership 2014-2015 Child Consort Chart for VU Assessments

**Sample at Onset of School Year**
(Children enrolled at the beginning of the 2014-2015 School Year)

N = 486
Bordeaux = 181  Casa = 82  Ross = 223

**Fall 2014 Withdrawals**
(Withdrawed from program before Fall assessments)

25 withdrew
Bordeaux = 7  Casa = 6  Ross = 12

N = 461
Bordeaux = 174  Casa = 76  Ross = 211

**Fall 2014 Unable to Assess**
(Present for Fall assessments, but unable to complete)

14 unable to assess
Bordeaux = 6  Casa = 1  Ross = 7

N = 447
Bordeaux = 168  Casa = 75  Ross = 204

**Spring 2015 Withdrawals**
(Withdrawed from program before Spring assessments)

36 withdrew
Bordeaux = 16  Casa = 5  Ross = 15

N = 411
Bordeaux = 152  Casa = 70  Ross = 189

**Spring 2015 Unable to Assess**
(Present for Spring assessments, but unable to complete)

3 unable to assess
Bordeaux = 0  Casa = 0  Ross = 3

N = 408
Bordeaux = 152  Casa = 70  Ross = 186
DEMOGRAPHIC CHARACTERISTICS

The children enrolled in the three early learning centers and included in these analyses were a very diverse group. By design, MNPS had decided to open enrollment to families who would not be considered economically disadvantaged (ED). About 25% of the students in the centers were not ED and they were present in all three ELCs. Adding to the diversity, 12.3% of the students were classified as English Language Learners (ELL) and 12% were children who had been diagnosed as having a disability (IEP and/or SWD). The centers served a broad array of needs and capabilities.

<table>
<thead>
<tr>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Early Learning Center</strong></td>
</tr>
<tr>
<td>Bordeaux</td>
</tr>
<tr>
<td>Casa Azafrán</td>
</tr>
<tr>
<td>Ross</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
</tr>
<tr>
<td>Males</td>
</tr>
<tr>
<td>Females</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
</tr>
<tr>
<td>White</td>
</tr>
<tr>
<td>African American</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
</tr>
<tr>
<td>Asian American</td>
</tr>
<tr>
<td><strong>English Language Learner (ELL)</strong></td>
</tr>
<tr>
<td>Not ELL</td>
</tr>
<tr>
<td>ELL</td>
</tr>
<tr>
<td><strong>Economically Disadvantaged (ED)</strong></td>
</tr>
<tr>
<td>Not ED</td>
</tr>
<tr>
<td>ED</td>
</tr>
<tr>
<td><strong>Individualized Education Plan (IEP) and/or Student with Disability (SWD)</strong></td>
</tr>
<tr>
<td>No IEP/Not SWD</td>
</tr>
<tr>
<td>IEP or SWD</td>
</tr>
</tbody>
</table>

The next few pages present separate information about the pre-post gains of children who are English Language Learners (ELL), Economically Disadvantaged (ED) and who have been diagnosed as having a disability (IEP/SWD).
ENGLISH LANGUAGE LEARNERS (N=50)

Children who did not speak English when they entered an ELC scored well below average on all academic measures. These measures were given in English because English will be the language of instruction when children transition to Kindergarten. The children made dramatic gains in most areas including English vocabulary. Their early literacy and math skills moved very close to the national average.
The two direct assessment measures of self-regulation (Peg-Tapping and Statue) were given in Spanish for Spanish-speaking children who did not speak English. Despite that adaptation, their scores on these two measures in the fall were quite low, suggesting that the process of being assessed rather than the language of the assessment may have been an issue. The children made gains in both areas. What is heartening to see is that the children’s work-related skills in the classroom were rated more highly by their teachers at the end of the year. The interpersonal skills of these children were perceived to be strong in both the fall and spring.

**ELL Children's Readiness for Kindergarten:**
Self-Regulation Skills

![Graphs showing ELL Children's Inhibition, Ability to Resist Distraction, Interpersonal and Work-Related Skills over two time periods.](image-url)
ECONOMICALLY DISADVANTAGED CHILDREN (N=308)

Children whose family income statements indicated they would qualify for Free or Reduced Price Lunch were classified by MNPS as Economically Disadvantaged (ED). Their entering scores were below average on most measures. The children made gains in all the academic areas, with the least amount of gain in the area of math concepts. Several areas came very close to the national norms by the end of the school year.
Children from economically disadvantaged backgrounds made gains in their ability to inhibit actions (impulse control) and their ability to resist distractions. Their teachers perceived them to have stronger classroom work-related skills by the end of the year. Teachers also rated their social or interpersonal skills more highly.

Economically Disadvantaged Children's Readiness for Kindergarten: Self-Regulation Skills

Economically Disadvantaged Children: Inhibition

Economically Disadvantaged Children: Ability to Resist Distraction

Economically Disadvantaged Children: Teacher-Reported Interpersonal and Work-Related Skills

Interpersonal Skills

Work-Related Skills
CHILDREN WITH DISABILITIES (N=48)

The three ELCs served a variety of children with disabilities in a number of different contexts. There were 3 “blended” classrooms where half of the children were diagnosed with a disability and had an operating Individual Education Plan (IEP). One classroom was a self-contained classroom that enrolled only children with more severe disabilities. In addition, there were other children with milder disabilities (notably speech-language delays) who were placed in regular classrooms. A number of children with more severe disabilities could not be assessed; their results would not be valid because of communication, cognitive or behavior problems. Thus, the total number of children with disabilities in the ELCs exceeds 48; however, 48 is the total of those whom we were able to assess fall and spring. These children made gains in all areas similar to the other subgroups.
Children with disabilities have fewer self-regulatory skills than other groups (the graphs below do not include the more severely disabled children). The children made gains over the year in inhibiting impulses and resisting distractions, but their skills remained quite a bit lower than the other groups presented here. Moreover, their teachers rate their work-related skills in the classroom as being lower than average at the beginning of the year. While children improved in these skills, their teacher-rated behaviors remained lower than the other groups.

Children with Disabilities:
Self-Regulation Skills

![Graphs showing inhibition and ability to resist distraction](image-url)
CLASSROOM OBSERVATIONS ROUNDS 1 and 2 – NARRATIVE RECORD

Specific Content Provided to the Whole Class: Based on Time in Minutes

Observation 1: November 2014

Observation 2: March 2015
CLASSROOM OBSERVATIONS ROUNDS 1 and 2 – TEACHER OBSERVATION IN PRESCHOOL (TOP)

Percentage of Sweeps Lead Teacher was Observed in Various Type Tasks and Average Level of Instruction and Teacher Tone (EXCLUSIVE of Meal and Nap)

Observation 1: November 2014

- Level of Instruction: 1.9
- Teacher Tone: 3.3

Observation 2: March 2015

- Level of Instruction: 2.0
- Teacher Tone: 3.3
Percentage of Sweeps Lead Teacher was Observed Talking and Listening (EXCLUSIVE of Meal and Nap)

Observation 1: November 2014
- Talking 67%
- Listening 15%
- Not Talking/Listening 18%

Observation 2: March 2015
- Talking 71%
- Listening 14%
- Not Talking/Listening 15%
- Child 38%
- Whole Group 18%
- Small Group 8%
- Self 1%
- External Adult < 1%
- Teacher 2%
- Child 42%
- Whole Group 16%
- Small Group 8%
- Self < 1%
- External Adult 2%
- Teacher < 1%
CLASSROOM OBSERVATIONS ROUNDS 1 and 2 – CHILD OBSERVATION IN PRESCHOOL (COP)

Percentage of Sweeps Children were Observed Talking and Listening (EXCLUSIVE of Meal and Nap)

Observation 1: November 2014

Observation 2: March 2015
MNPS Assessments and Surveys for 2015-2016

The assessment and survey calendar for 2015-2016 is still under review and has not yet been finalized. The measures listed here are what is anticipated at this time, and this document will be updated later this summer.

Assessments are listed on pages 1 and 2 and surveys on page 3. For each instrument, any federal or state laws or grants that apply are shown, as well as the corresponding federal, state or grant funding. The purpose of each instrument, the intended population, and any pertinent additional notes are also included.
<table>
<thead>
<tr>
<th>Assessment</th>
<th>Applicable Laws/Grants</th>
<th>Projected $</th>
<th>Purpose</th>
<th>Population</th>
<th>Additional Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TNReady 3-8</td>
<td>No Child Left Behind Act of 2001 §1111 (b); T.C.A §49-1-602; Title I</td>
<td>$29,556,000</td>
<td>Measure student achievement in Reading/LA and Math and hold schools and districts accountable for academic achievement and growth.</td>
<td>Students in grades 3-8</td>
<td>New TDOE mandated assessments replacing TCAP and EOC exams in Reading/LA and Math</td>
</tr>
<tr>
<td>TNReady High School</td>
<td></td>
<td></td>
<td>Measure student achievement in Science and Social Studies and hold schools and districts accountable.</td>
<td>Students in grades 3-8</td>
<td>TDOE mandated</td>
</tr>
<tr>
<td>TCAP Science and Social Studies</td>
<td></td>
<td></td>
<td>TDOE mandated</td>
<td></td>
<td></td>
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<tr>
<td>EOC Biology, Chemistry and U.S.</td>
<td></td>
<td></td>
<td>TDOE mandated</td>
<td></td>
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<tr>
<td>History</td>
<td></td>
<td></td>
<td>TDOE mandated</td>
<td></td>
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<tr>
<td>Alt-Portfolio Assessment</td>
<td>Individual with Disabilities Education Act of 2004 34 CFR 300.8(c)(10); TN Special Education and Services Act 0520-01-09 Rule 0520-01-09-12; No Child Left Behind Act of 2001 §1111 (b)(3)(C)(ix)(II); T.C.A §49-1-612</td>
<td>$18,218,000</td>
<td>Measure achievement and instructional quality for students with significant cognitive disabilities.</td>
<td>Students with significant cognitive disabilities (approx. 1% of population)</td>
<td>TDOE mandated</td>
</tr>
<tr>
<td>RTII Benchmark Universal Screener (AIMSweb)</td>
<td></td>
<td></td>
<td>Response to Instruction and Intervention requires brief assessments in Reading and Math</td>
<td>Students in grades K-8</td>
<td>TDOE mandated; district selects assessment that meets TDOE requirements</td>
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<tr>
<td>Progress Monitoring (AIMSweb)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Kindergarten Readiness Assessment</td>
<td>Pre-K Federal (via State)</td>
<td>$6,275,000</td>
<td>Assess students' kindergarten readiness in order to evaluate Pre-K effectiveness</td>
<td>Kindergarten students</td>
<td>Will pilot several assessments in 2015 and administer just one in 2016</td>
</tr>
<tr>
<td>Fountas and Pinnell text level assessments</td>
<td></td>
<td></td>
<td>Support reading instruction by measuring students' fluency, accuracy, and comprehension levels</td>
<td>Students in grades K-4</td>
<td>District-mandated</td>
</tr>
<tr>
<td>Career and Technical Education (CTE) Competencies Assessments</td>
<td>Carl Perkins Career and Technical Education Improvement Act of 2006 grant</td>
<td>$1,452,000</td>
<td>Assess CTE competencies in order to evaluate effectiveness of of CTE programs</td>
<td>CTE course takers</td>
<td>Assessments created by teachers (rubric based)</td>
</tr>
<tr>
<td>Dual Enrollment and Dual Credit Assessment</td>
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<td></td>
<td></td>
<td>Dual enrollment and dual credit students</td>
<td>Voluntary assessments</td>
</tr>
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<td>World-class Instructional Design and Assessment (WIDA) ACCESS Placement Test</td>
<td>Title III: English Language Acquisition/Enhancement/Academic Achievement</td>
<td>$1,435,000</td>
<td>Determine eligibility for language support (English as a Second Language) services</td>
<td>All incoming students who have a home language other than English</td>
<td>TDOE mandated</td>
</tr>
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<td>WIDA Access</td>
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<td>Determine language proficiency for English Learners</td>
<td>All students eligible for English Language services</td>
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<tr>
<td>MODEL - Measure of Developing English Language</td>
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<td></td>
<td>Measure language growth throughout the school year</td>
<td>EL Active Students</td>
<td>District recommended</td>
</tr>
<tr>
<td>Interim benchmark assessments</td>
<td>Benchmarks for summative assessments under Child Left Behind Act of 2001 §1111 (b); T.C.A §49-1-602; Priority School Planning Grant</td>
<td>$1,017,000</td>
<td>Monitor performance of students and schools in mastery of state Reading/LA and Math standards</td>
<td>Students in grades 1-11</td>
<td>District mandated; developed by MNPS teachers with district support</td>
</tr>
<tr>
<td>CoGAT</td>
<td></td>
<td></td>
<td>Assess students' reasoning and problem-solving skills; qualify for Encore program</td>
<td>Students in grades K-2, 4-6</td>
<td>District-mandated, Office of Civil Rights</td>
</tr>
<tr>
<td>Assessment</td>
<td>Applicable Laws/Grants</td>
<td>Projected $</td>
<td>Purpose</td>
<td>Population</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-------------</td>
<td>----------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Technology literacy assessment</td>
<td></td>
<td></td>
<td>Assess students’ literacy in technology</td>
<td>Students in grade 5</td>
<td>State requirement; district selected</td>
</tr>
<tr>
<td>ACT Explore</td>
<td>T.C.A §49-1-602</td>
<td></td>
<td>Measure students’ college readiness</td>
<td>Students in grade 8</td>
<td>Districts pay for assessments and are partially reimbursed through BEP</td>
</tr>
<tr>
<td>ACT PLAN</td>
<td></td>
<td></td>
<td></td>
<td>Students in grade 10</td>
<td></td>
</tr>
<tr>
<td>ACT</td>
<td></td>
<td></td>
<td></td>
<td>Students in grades 11-12</td>
<td></td>
</tr>
<tr>
<td>Advanced Placement</td>
<td></td>
<td></td>
<td>Students earn college credit with qualifying score</td>
<td>Students enrolled in AP classes who pay the required fees</td>
<td>College Board recommends students test; federal exam fee assistance is provided for students with financial need</td>
</tr>
<tr>
<td>Cambridge Advanced International Certificate of Education (AICE) assessments</td>
<td></td>
<td></td>
<td>Students earn college credit with qualifying score; students can graduate with state distinction and AICE Diploma</td>
<td>Students enrolled in Cambridge AICE AS or A Level courses who pay the required fees</td>
<td>Cambridge International Examinations recommends students test; federal exam fee assistance is provided for students with financial need</td>
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<tr>
<td>International Baccalaureate (IB) exams</td>
<td></td>
<td></td>
<td>Students earn college credit with qualifying score; students can graduate with state distinction and IB Diploma</td>
<td>Students enrolled in IB HL or IB SL courses</td>
<td>International Baccalaureate Organization recommends students test; federal exam fee assistance is provided for students with financial need</td>
</tr>
<tr>
<td>National Assessment of Education Progress</td>
<td>No Child Left Behind Act of 2001 §1111 (c)(2); Title 1</td>
<td></td>
<td>Used by U.S. Education Department to monitor state achievement</td>
<td>Students in small sample of schools in grades 4, 8 and 11</td>
<td>Sample selected by USED and TDOE</td>
</tr>
<tr>
<td>Survey</td>
<td>Applicable Laws/Grants</td>
<td>Projected $</td>
<td>Purpose</td>
<td>Population</td>
<td>Additional Notes</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>--------------------------------</td>
<td>-------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>ACT Engage plus additional Gear Up Questions</td>
<td>GEAR Up</td>
<td>$523,000</td>
<td>Help educators measure student motivation, social engagement and self-regulation to determine academic risk and identify interventions</td>
<td>All 10th graders in participating schools</td>
<td>Survey required for grant evaluation</td>
</tr>
<tr>
<td>Project Prevent school climate survey</td>
<td>Project Prevent</td>
<td>$493,000</td>
<td>Evaluate effectiveness of program designed to support students exposed to violence</td>
<td>All students in participating middle and high schools</td>
<td>Survey required for grant evaluation</td>
</tr>
<tr>
<td>Survey of Teacher Practice (STeP) survey</td>
<td></td>
<td></td>
<td>Provides teachers with student feedback regarding use of research-based instructional practices</td>
<td>All students in grades 3-12</td>
<td>Provides student voice in Academic Performance Framework</td>
</tr>
<tr>
<td>Olweus bullying survey</td>
<td></td>
<td></td>
<td>Evaluate effectiveness of STARS training</td>
<td>Students in selected middle schools trained by STARS</td>
<td></td>
</tr>
<tr>
<td>Boy Scouts survey</td>
<td></td>
<td></td>
<td>Career interest survey</td>
<td>Students in all high schools</td>
<td>Required for students to receive scholarships from Boy Scouts</td>
</tr>
<tr>
<td>AIR Survey of Social Emotional Learning (SEL) Competencies</td>
<td>Collaborative for Academic, Social, and Emotional Learning (CASEL) grant</td>
<td>$250,000</td>
<td>Evaluate SEL competencies and learning conditions for students</td>
<td>All students in grades 7 and 10</td>
<td>Surveys are part of evaluation of CASEL grant</td>
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<tr>
<td>Learning Conditions Survey (Tentative)</td>
<td></td>
<td></td>
<td>Evaluate integration of SEL competencies in instructional practices</td>
<td>Students in grades 3-12</td>
<td></td>
</tr>
<tr>
<td>AIR Survey of SEL Competencies</td>
<td></td>
<td></td>
<td></td>
<td>Third grade teachers</td>
<td></td>
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<tr>
<td>AIR Survey of SEL Support</td>
<td></td>
<td></td>
<td></td>
<td>Instructional Staff and Administrators</td>
<td></td>
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<tr>
<td>TELL Tennessee survey</td>
<td></td>
<td></td>
<td>Provides teacher feedback on school culture and conditions to facilitate school improvement planning</td>
<td>All principals and teachers</td>
<td></td>
</tr>
<tr>
<td>Tennessee Educator survey</td>
<td></td>
<td></td>
<td>Examines school culture, leadership and instructional practices to inform state policy decisions</td>
<td>All district and school staff</td>
<td>TDOE sends directly to public school staff</td>
</tr>
</tbody>
</table>
Community Achieves Update
June 2015

2014-15 Community Achieves Schools

Antioch HS  DuPont Hadley MS  Margaret Allen MS
Bailey MS   Glencliff HS    McKissack MS
Buena Vista ES GraMar MS   Napier ES
Cole ES     Hunters Lane HS Pearl-Cohn HS
IT Creswell Maplewood HS

2015-16 – Schools Joining Community Achieves

Inglewood ES  Madison MS  Whitsitt ES
Jere Baxter MS Tusculum ES Joelton MS

2015-16 – Schools That Have Expressed An Interest In Community Achieves

Antioch MS  Croft ES  Haynes MS  Schwab ES  Wright MS

Community Achieves Site Managers –

All site managers have been hired and are completing the onboarding process through Human Capital. All 20 schools will have a person to coordinate programs and services.

Some experiences of our new hires include: marketing, grant writing, non-profit experience, social work, family engagement.

Summer Professional Development

We provide annual training for teams from each school. The training includes:

- Assessing the progress of each school on the implementation of the community school model using the implementation rubric.
- Teams conduct an annual needs assessment using an extensive data collection provided by Noser Consulting, our external evaluator. This information includes longitudinal data, and information on partnerships, programs, and initiatives offered in the school.
- Teams begin the planning process for 2015-16 to coordinate current partnerships, programs, and initiatives while aligning them to the school goals identified in the School Improvement Plan. They also identify new programs and initiatives that are needed to meet goals.
June 9th – Antioch, Buena Vista, Cole, Gramar, Hunters Lane, Inglewood, Madison, Napier, Tusculum (completed)

June 25th – Dupont Hadley, IT Creswell, Jere Baxter, Margaret Allen, Maplewood, McKissack, Pearl-Cohn, Whitsitt

July – Joelton, Bailey

ADDITIONAL INFORMATION:

As a result of Community Achieves being adopted as a district strategy, the following initiatives are currently being developed to support the four pillars of Community Achieves.

**Mental Health Initiative** (Student Health)- We have met with the coordinators of Vanderbilt Mental Health, Mental Health Cooperative, Centerstone, and other service providers to develop a mental health council to improve systemic alignment between our cluster support teams and the providers working with our students. All agencies have agreed that this is needed in our school system and have signed on to help develop the model to improve interagency communication and the coordination of services.

**Mentoring Alliance** (Social Services)- A mentoring alliance of agencies and MNPS personal that provide mentoring services for our students has been established to improve the quality and consistency of mentoring services provided to our students. This initiative is being funded through the Tennessee Safe Schools Grant. Participants and partner agencies have received training on the Rights of Passage program by Dr. Kevin Johnson from Washington and have begun the process of developing MOU’s and expectations for all partners.

**Fatherhood Initiative** (Social Services)- My department is currently in the process of writing a grant, due July 1st, that will create a Fatherhood Initiative that works with teen fathers and the fathers of our students. This initiative seeks to improve parenting skills by elevating the role of fathers in the lives of their children and the impact that fathers have on the educational performance of their children.

**MEND** (Social Services)- MEND is the YWCA initiative to help end and reduce domestic violence. MNPS has been engaged in this work for over a year and has hosted “A Call to Coaches” in partnership with MNPD, YWCA, and the Mayor’s Office. MEND will extend beyond just working with athletic coaches to address this issue in our schools. The YWCA is providing the MEND curriculum free of charge to all MNPS high schools, and this year we plan to start and MEND club in our high schools that wish to participate, that seeks to engage boy’s and girl’s that want to work to address the issue of domestic violence.

More information on these and other initiatives being developed will be provided at a later time.
PRINCIPLE 1. COORDINATION

Examples of school-reported actions to develop this principle
- Determine specific roles and responsibilities for each member of the Community Achieves team. Introduce staff to Community Achieves Coordinator and explain role. Send home materials to families about the new role/what the CA Coordinator can provide for students and families, as well as the services offered at the school. Incorporation of teachers in the services offered through the CA team (based on interest and relevance). Incorporate the CA Coordinator in one of the school's first Showcases.
- Update our Community Achieves Team. Look at our yearly calendar/dates and times for monthly meetings: after school activities, supporting our families and community, communication (newsletters, Twitter, Facebook, etc...), PTO involvement, etc... Maintain existing support systems. Realign Shared Leadership teams and responsibilities.
- Provide additional professional training for stakeholders. Provide additional opportunities for community members to get involved in the school.
- Need to investigate ways to make the FRC director full time. She is currently a 10 month employee.

PRINCIPLE 2. CONTINUOUS QUALITY IMPROVEMENT

Examples of school-reported actions to develop this principle
- The community school coordinator will read partnership notes provided in the FRC User Guide. The coordinator will meet with all partners to recertify services offered for the 2015-16 school year. The coordinator will make recommendations for improvements and will emphasize the importance of consistency. The coordinator will also offer partners the opportunity for constructive criticism regarding the school's end of the partnership.
- Assist CIS Manager with tracking programs in the school related to Career and College Readiness. Support school wide efforts related to increasing Attendance. Bring in ACT Program for students - early Fall.
- Need to use pillars more strategically. Need to connect the school health plan to Community Achieves initiative. Need to get more feedback from broader groups of stakeholders.
- Providing opportunities for feedback from stakeholders based on school events and services.
- Monitoring data of student progress based on Community Achieves initiatives. Working with MNPS and Community Achieves partners to develop a system for monitoring data progress.
- We need to get all of the stakeholders at the table.
- Data tracking.
- Constant communication so that we always know what students are receiving what supports; identification of these students in program manager; monthly meetings with stakeholders.
PRINCIPLE 3. SCHOOL IMPROVEMENT PLAN

Examples of school-reported actions to develop this principle

- Incorporate Community Achieves goals into the SIP. Update SIP with information surrounding the four pillars throughout the school year.
- Need more integration of the CA model within the SIP - Need to make partners aware of the integration of CA in the SIP, and how they can directly assist in the fulfillment of the SIP - Need to identify and access multiple funding sources to enhance longevity of the CA program
- Identify additional resources for funding to increase the degree in which the CA model is institutionalized
- Utilize Community Achieves by adding additional action steps to achieve SIP goals
- Commitment to support additional programmatic and funding opportunities at Cole
- Increase Parental Engagement
- Increase EXPLORE Composite Score Decrease Fighting Incidents Increase Health Service and Health Education Provide more assistance in the areas of housing, food, utilities, and income
- According to the current SIP, we need a formalized means of communicating school achievement data to parents and community partners. Additionally, the school needs to review the CA funding matrix.

PRINCIPLE 4. EXTENDED SCHOOL TIME

Examples of school-reported actions to develop this principle

- We are still exploring opportunities for out-of-school activities - especially in the evenings and for adults/families. One-on-one tutoring is especially needed. Tutors who will work with ELL students is needed as well. Expanding weekend opportunities is also a priority.
- Need to partner with someone to enhance weekend programming, especially in the areas of enrichment and adult education - Identify partners that can help to enhance enrichment activities offered through the school, especially for females
- Create additional opportunities for after school, evenings, weekends, and summer programs such as tutoring, remediation, homework lab, family events and enrichment activities.
- Provide more Free tutors for before/after school programs
- Increasing more opportunities for parents like workshops, fitness, finance, etc. Reaching out to parents during sporting events with educational information and services
- Increase the number for the Saturday Academy
- Get feedback from parents as to the kinds of activities they would like to have as well as times to meet with those parents - do this from the beginning of the year when we do open house and grade level orientation meetings;
- Making afterschool opportunities available for all students in the building and tie this to the academic needs of the students
- According to the program inventory, the school should explore providing evening activities that address community needs and support the school's mission.
PRINCIPLE 5. RESULTS-FOCUSED PARTNERS

Examples of school-reported actions to develop this principle

- Partner meetings are vital to the success of school partnerships.
- Want more partners and a greater variety of partners – Formalize a process to get information to partners - newsletter, updates, share success stories, etc. – Meet more often with partners - ideally on a quarterly basis
- Provide data to our partners so they have an understanding of the importance of their role and how it relates to our vision and student impact. Provide additional partnership meetings throughout the year. Our goal is at least 1 per quarter. Provide orientation and trainings for all partners. Establishing consistency for the above action items
- Involve students in Character development and leadership through specific programming for those needs.
### Metropolitan Nashville Public Schools
Sales Tax Collections
As of June 20, 2015

#### General Purpose Fund

<table>
<thead>
<tr>
<th>MONTH</th>
<th>2014-2015 Projection</th>
<th>TOTAL 2014-2015 COLLECTIONS</th>
<th>$ Change For Month - FY15 Projection</th>
<th>% Change For Month - FY15</th>
<th>% Increase / Decrease Year To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>$14,205,643.23</td>
<td>$14,066,516.12</td>
<td>($139,127.11)</td>
<td>-0.99%</td>
<td>-0.99%</td>
</tr>
<tr>
<td>October</td>
<td>14,590,118.32</td>
<td>15,580,127.10</td>
<td>$990,008.78</td>
<td>6.35%</td>
<td>2.87%</td>
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<tr>
<td>November</td>
<td>14,978,963.81</td>
<td>16,200,311.53</td>
<td>$1,221,347.72</td>
<td>7.54%</td>
<td>4.52%</td>
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<tr>
<td>December</td>
<td>14,760,305.14</td>
<td>16,294,064.50</td>
<td>$1,533,759.36</td>
<td>9.41%</td>
<td>5.80%</td>
</tr>
<tr>
<td>January</td>
<td>14,454,497.18</td>
<td>15,536,160.07</td>
<td>$1,081,662.89</td>
<td>6.96%</td>
<td>6.03%</td>
</tr>
<tr>
<td>February</td>
<td>18,664,831.90</td>
<td>20,316,836.54</td>
<td>$1,652,004.64</td>
<td>8.13%</td>
<td>6.47%</td>
</tr>
<tr>
<td>March</td>
<td>13,272,686.03</td>
<td>13,942,057.23</td>
<td>$669,371.20</td>
<td>4.80%</td>
<td>6.26%</td>
</tr>
<tr>
<td>April</td>
<td>13,491,507.44</td>
<td>13,447,996.60</td>
<td>($43,510.84)</td>
<td>-0.32%</td>
<td>5.56%</td>
</tr>
<tr>
<td>May</td>
<td>16,159,388.11</td>
<td>16,622,685.75</td>
<td>$463,297.64</td>
<td>2.79%</td>
<td>5.23%</td>
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<tr>
<td>June</td>
<td>15,187,143.40</td>
<td>16,597,715.89</td>
<td>$1,410,572.49</td>
<td>8.50%</td>
<td>5.57%</td>
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<tr>
<td>July</td>
<td>15,536,632.96</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>August</td>
<td>16,781,582.46</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL</td>
<td>$182,083,300.00</td>
<td>$158,604,471.33</td>
<td>$8,839,386.75</td>
<td>5.57%</td>
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#### Debt Service Fund

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<tr>
<th>MONTH</th>
<th>2014-2015 Projection</th>
<th>TOTAL 2014-2015 COLLECTIONS</th>
<th>$ Change For Month - FY15 Projection</th>
<th>% Change For Month - FY15</th>
<th>% Increase / Decrease Year To-Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>$1,512,981.26</td>
<td>$1,498,163.43</td>
<td>($14,817.83)</td>
<td>-0.99%</td>
<td>-0.99%</td>
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<tr>
<td>October</td>
<td>1,553,930.03</td>
<td>1,659,371.55</td>
<td>$105,441.52</td>
<td>6.35%</td>
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<tr>
<td>November</td>
<td>1,595,344.27</td>
<td>1,725,424.69</td>
<td>$130,080.42</td>
<td>7.54%</td>
<td>4.52%</td>
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<tr>
<td>December</td>
<td>1,572,055.88</td>
<td>1,735,409.91</td>
<td>$163,354.03</td>
<td>9.41%</td>
<td>5.80%</td>
</tr>
<tr>
<td>January</td>
<td>1,539,485.61</td>
<td>1,654,688.81</td>
<td>$115,203.20</td>
<td>6.96%</td>
<td>6.03%</td>
</tr>
<tr>
<td>February</td>
<td>1,987,910.05</td>
<td>2,163,857.86</td>
<td>$175,947.81</td>
<td>8.13%</td>
<td>6.47%</td>
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<tr>
<td>March</td>
<td>1,413,616.04</td>
<td>1,484,907.85</td>
<td>$71,291.81</td>
<td>4.80%</td>
<td>6.26%</td>
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<tr>
<td>April</td>
<td>1,436,921.76</td>
<td>1,432,287.60</td>
<td>($4,634.16)</td>
<td>-0.32%</td>
<td>5.56%</td>
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<tr>
<td>May</td>
<td>1,721,066.13</td>
<td>1,770,409.93</td>
<td>$49,343.80</td>
<td>2.79%</td>
<td>5.23%</td>
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<tr>
<td>June</td>
<td>1,617,516.53</td>
<td>1,767,750.50</td>
<td>$150,233.97</td>
<td>8.50%</td>
<td>5.57%</td>
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<tr>
<td>July</td>
<td>1,654,739.14</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>August</td>
<td>1,787,333.32</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>TOTAL</td>
<td>$19,392,900.01</td>
<td>$16,892,272.13</td>
<td>$941,444.88</td>
<td>5.57%</td>
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## Metropolitan Nashville Public Schools
### General Purpose Fund # 35131
### Budget Accountability Report
#### May 31, 2015

### REVENUES:

<table>
<thead>
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<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Actuals</td>
</tr>
<tr>
<td>Charges, Commissions, &amp; Fees</td>
<td>$760,000</td>
<td>$1,031,774</td>
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<tr>
<td>Other Governments &amp; Agencies</td>
<td>$256,191,700</td>
<td>$232,505,301</td>
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<tr>
<td>Taxes, Licenses, &amp; Permits</td>
<td>$472,067,600</td>
<td>$420,376,336</td>
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<tr>
<td>Fines, Forfeits, &amp; Penalties</td>
<td>$6,200</td>
<td>$516</td>
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<tr>
<td>Transfers From Other Funds and Units</td>
<td>$3,946,800</td>
<td>$2,120,544</td>
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<tr>
<td>All Other Revenues</td>
<td>$1,448,000</td>
<td>$2,256,609</td>
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<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td><strong>$734,420,300</strong></td>
<td><strong>$658,291,080</strong></td>
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</table>

### EXPENSES:

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Actuals</td>
</tr>
<tr>
<td>Salaries:</td>
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<tr>
<td>Regular Pay</td>
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<td>$386,184,042</td>
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<tr>
<td>Overtime</td>
<td>$895,400</td>
<td>$1,465,296</td>
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<tr>
<td>All Other Salary Codes</td>
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<td>$9,768,257</td>
</tr>
<tr>
<td><strong>Total Salaries</strong></td>
<td><strong>$415,796,900</strong></td>
<td><strong>$397,417,595</strong></td>
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<tr>
<td>Fringes</td>
<td>$143,343,600</td>
<td>$136,544,295</td>
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<tr>
<td>Other Expenses:</td>
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</tr>
<tr>
<td>Utilities</td>
<td>$26,378,300</td>
<td>$22,402,475</td>
</tr>
<tr>
<td>Professional and Purchased Services</td>
<td>$41,015,041</td>
<td>$34,472,796</td>
</tr>
<tr>
<td>Travel, Tuition, and Dues</td>
<td>$2,029,600</td>
<td>$1,234,816</td>
</tr>
<tr>
<td>Communications</td>
<td>$2,991,240</td>
<td>$2,075,286</td>
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<tr>
<td>Repairs and Maintenance Services</td>
<td>$3,046,330</td>
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<tr>
<td>Internal Service Fees</td>
<td>$1,400,200</td>
<td>$1,283,517</td>
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<tr>
<td>Transfers To Other Funds and Units</td>
<td>$54,853,500</td>
<td>$47,606,782</td>
</tr>
<tr>
<td>All Other Expenses</td>
<td>$55,565,589</td>
<td>$52,524,237</td>
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<tr>
<td><strong>Total Other Expenses:</strong></td>
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<td><strong>$164,753,710</strong></td>
</tr>
</tbody>
</table>

**TOTAL EXPENSES** | **$746,420,300** | **$698,715,600** | **93.61%** | **$790,067,500** | **$731,724,270** | **92.62%** | **$58,343,230** |
<table>
<thead>
<tr>
<th>Description</th>
<th>FY14 YTD Actuals through May 2014</th>
<th>FY14 Annual Revenue Budget</th>
<th>YTD %</th>
<th>FY15 YTD Actuals through May 2015</th>
<th>FY15 Annual Revenue Budget</th>
<th>YTD %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Property Taxes</td>
<td>$275,360,087</td>
<td>$285,203,000</td>
<td>96.5%</td>
<td>$280,106,874</td>
<td>$291,326,300</td>
<td>96.1%</td>
</tr>
<tr>
<td>Local Option Sales Tax</td>
<td>139,435,388</td>
<td>181,737,500</td>
<td>76.7%</td>
<td>142,006,755</td>
<td>182,083,300</td>
<td>78.0%</td>
</tr>
<tr>
<td>Other Taxes, License, Permits</td>
<td>5,580,861</td>
<td>5,127,100</td>
<td>108.9%</td>
<td>6,557,146</td>
<td>5,955,000</td>
<td>110.1%</td>
</tr>
<tr>
<td>State Funding</td>
<td>232,505,207</td>
<td>256,191,700</td>
<td>90.8%</td>
<td>232,948,407</td>
<td>266,976,900</td>
<td>87.3%</td>
</tr>
<tr>
<td>All Other Revenues</td>
<td>5,409,537</td>
<td>6,161,000</td>
<td>87.8%</td>
<td>5,559,639</td>
<td>5,721,000</td>
<td>97.2%</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>$658,291,080</strong></td>
<td><strong>$734,420,300</strong></td>
<td><strong>89.6%</strong></td>
<td><strong>$677,178,821</strong></td>
<td><strong>$752,062,500</strong></td>
<td><strong>88.7%</strong></td>
</tr>
</tbody>
</table>

**Metropolitan Nashville Public Schools Revenue Analysis Chart**

**5/31/2014 Actuals**

**5/31/2015 Actuals**

**Metropolitan Nashville Public Schools Revenue Analysis Chart**

**5/31/2014 YTD%**

**5/31/2015 YTD%**

Prepared: June 16, 2015
<table>
<thead>
<tr>
<th>Function #</th>
<th>Function Name</th>
<th>FY2015 Budget</th>
<th>FY2015 YTD Actuals @ May 31, 2015</th>
<th>% Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1100</td>
<td>OFFICE OF DIRECTOR OF SCHOOLS</td>
<td>$739,800</td>
<td>648,640</td>
<td>87.7%</td>
</tr>
<tr>
<td>1110</td>
<td>BOARD OF EDUCATION</td>
<td>417,600</td>
<td>300,145</td>
<td>71.9%</td>
</tr>
<tr>
<td>1150</td>
<td>CHIEF FINANCIAL OFFICER</td>
<td>353,600</td>
<td>312,587</td>
<td>88.4%</td>
</tr>
<tr>
<td>1190</td>
<td>ALIGNMENT NASHVILLE</td>
<td>150,000</td>
<td>112,500</td>
<td>75.0%</td>
</tr>
<tr>
<td>1200</td>
<td>HUMAN CAPITAL</td>
<td>4,736,900</td>
<td>4,046,213</td>
<td>85.4%</td>
</tr>
<tr>
<td>1205</td>
<td>EMPLOYEE RELATIONS</td>
<td>630,900</td>
<td>605,152</td>
<td>95.9%</td>
</tr>
<tr>
<td>1300</td>
<td>EMPLOYEE BENEFITS</td>
<td>805,100</td>
<td>784,792</td>
<td>97.5%</td>
</tr>
<tr>
<td>1400</td>
<td>CHIEF OPERATING OFFICER</td>
<td>213,700</td>
<td>202,705</td>
<td>94.9%</td>
</tr>
<tr>
<td>1500</td>
<td>PURCHASING</td>
<td>847,700</td>
<td>632,890</td>
<td>74.7%</td>
</tr>
<tr>
<td>1600</td>
<td>FISCAL SERVICES</td>
<td>1,398,200</td>
<td>1,290,783</td>
<td>92.3%</td>
</tr>
<tr>
<td>1625</td>
<td>SCHOOL AUDIT</td>
<td>637,800</td>
<td>578,233</td>
<td>90.7%</td>
</tr>
<tr>
<td>1650</td>
<td>POSTAGE</td>
<td>225,000</td>
<td>209,230</td>
<td>93.0%</td>
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<tr>
<td>1700</td>
<td>STUDENT ASSIGNMENT SERVICES</td>
<td>1,054,300</td>
<td>904,977</td>
<td>85.8%</td>
</tr>
<tr>
<td>1750</td>
<td>CUSTOMER SERVICE CENTER</td>
<td>713,100</td>
<td>608,924</td>
<td>85.4%</td>
</tr>
<tr>
<td>1800</td>
<td>COMMUNICATIONS</td>
<td>1,132,200</td>
<td>849,190</td>
<td>75.0%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL ADMINISTRATION</strong></td>
<td><strong>$14,055,900</strong></td>
<td><strong>$12,086,960</strong></td>
<td><strong>86.0%</strong></td>
</tr>
<tr>
<td>2050</td>
<td>LEADERSHIP AND LEARNING</td>
<td>3,585,800</td>
<td>3,327,073</td>
<td>92.8%</td>
</tr>
<tr>
<td>2059</td>
<td>OFFICE OF INNOVATION</td>
<td>284,400</td>
<td>199,420</td>
<td>70.1%</td>
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<td>2060</td>
<td>STUDENT SUPPORT SERVICES</td>
<td>1,242,900</td>
<td>969,058</td>
<td>78.0%</td>
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<tr>
<td>2109</td>
<td>FEDERAL PROGRAMS AND GRANTS</td>
<td>349,900</td>
<td>210,314</td>
<td>60.1%</td>
</tr>
<tr>
<td>2112</td>
<td>CENTRAL SCHOOL COUNSELING SERVICES</td>
<td>370,600</td>
<td>337,422</td>
<td>91.0%</td>
</tr>
<tr>
<td>2125</td>
<td>IN-SCHOOL SUSPENSION</td>
<td>1,336,400</td>
<td>1,203,690</td>
<td>90.1%</td>
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<tr>
<td>2126</td>
<td>HOMEBOUND PROGRAM - REGULAR EDUCATION</td>
<td>134,000</td>
<td>64,399</td>
<td>48.1%</td>
</tr>
<tr>
<td>2132</td>
<td>DRUG/ALCOHOL EDUCATION PROGRAM</td>
<td>20,000</td>
<td>21,872</td>
<td>109.4%</td>
</tr>
<tr>
<td>2136</td>
<td>GIFTED/TALENTED PROGRAM</td>
<td>2,513,700</td>
<td>2,422,901</td>
<td>96.4%</td>
</tr>
<tr>
<td>2137</td>
<td>ADVANCED ACADEMICS</td>
<td>1,091,300</td>
<td>828,185</td>
<td>75.9%</td>
</tr>
<tr>
<td>2160</td>
<td>PSYCHOLOGICAL SERVICES</td>
<td>4,185,200</td>
<td>4,109,135</td>
<td>98.2%</td>
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<tr>
<td>2170</td>
<td>RESEARCH, ASSESSMENT, AND EVALUATION</td>
<td>1,906,700</td>
<td>1,518,627</td>
<td>79.6%</td>
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<tr>
<td>2171</td>
<td>CENTRAL LIBRARY INFORMATION SERVICES</td>
<td>713,000</td>
<td>693,489</td>
<td>97.3%</td>
</tr>
<tr>
<td>2174</td>
<td>INFORMATION MANAGEMENT AND DECISION SUPPORT</td>
<td>4,144,400</td>
<td>3,644,896</td>
<td>87.9%</td>
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<tr>
<td>2178</td>
<td>INFORMATION TECHNOLOGY</td>
<td>12,249,400</td>
<td>11,158,468</td>
<td>91.1%</td>
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<tr>
<td>2180</td>
<td>TEXTBOOK PROGRAM</td>
<td>5,758,100</td>
<td>931,269</td>
<td>16.2%</td>
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<td>2200</td>
<td>DISTRICT STAFF DEVELOPMENT</td>
<td>2,287,400</td>
<td>1,337,209</td>
<td>58.5%</td>
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<tr>
<td>2203</td>
<td>LEARNING TECHNOLOGY</td>
<td>2,767,200</td>
<td>2,370,251</td>
<td>85.7%</td>
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<tr>
<td>2215</td>
<td>PRINCIPAL LEADERSHIP ACADEMY</td>
<td>140,000</td>
<td>140,000</td>
<td>100.0%</td>
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<td>2232</td>
<td>LITERACY PROGRAM</td>
<td>1,295,300</td>
<td>1,041,098</td>
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<tr>
<td>2240</td>
<td>SUPPLEMENTARY TEACHER PAY</td>
<td>94,900</td>
<td>433,999</td>
<td>457.3%</td>
</tr>
<tr>
<td>2282</td>
<td>STEM (SCIENCE TECHNOLOGY ENGINEERING MATHEMATICS)</td>
<td>209,200</td>
<td>213,277</td>
<td>101.9%</td>
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<td>2307</td>
<td>ROTC TEACHING PROGRAM</td>
<td>571,100</td>
<td>517,409</td>
<td>90.6%</td>
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<tr>
<td>2310</td>
<td>PRINCIPALS</td>
<td>47,447,400</td>
<td>43,954,109</td>
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<td>2311</td>
<td>COUNSELING SERVICES</td>
<td>16,062,800</td>
<td>13,955,266</td>
<td>86.9%</td>
</tr>
<tr>
<td>2312</td>
<td>LIBRARY SERVICES</td>
<td>12,106,600</td>
<td>11,209,773</td>
<td>92.6%</td>
</tr>
<tr>
<td>2313</td>
<td>SUBSTITUTES - REGULAR/CTE</td>
<td>7,260,100</td>
<td>6,226,038</td>
<td>85.8%</td>
</tr>
<tr>
<td>2314</td>
<td>HEALTH SERVICES</td>
<td>4,815,000</td>
<td>3,895,220</td>
<td>80.9%</td>
</tr>
<tr>
<td>2315</td>
<td>SUBSTITUTES - SPECIAL EDUCATION</td>
<td>1,134,400</td>
<td>896,729</td>
<td>79.0%</td>
</tr>
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<td>2316</td>
<td>SCHOOL FUNDING ALLOCATION</td>
<td>3,835,300</td>
<td>3,499,056</td>
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<tr>
<td>2320</td>
<td>REGULAR TEACHING</td>
<td>274,273,500</td>
<td>268,795,291</td>
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<tr>
<td>2321</td>
<td>PRE-K INSTRUCTION</td>
<td>5,619,600</td>
<td>4,947,754</td>
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<tr>
<td>2322</td>
<td>CLASSROOM PREPARATION DAY</td>
<td>665,200</td>
<td>657,472</td>
<td>98.8%</td>
</tr>
<tr>
<td>2323</td>
<td>ENGLISH LANGUAGE LEARNER - SUPERVISION</td>
<td>1,175,300</td>
<td>1,061,524</td>
<td>90.3%</td>
</tr>
<tr>
<td>2324</td>
<td>ENGLISH LANGUAGE LEARNER</td>
<td>11,415,000</td>
<td>7,381,618</td>
<td>64.7%</td>
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<tr>
<td>2328</td>
<td>PRE-K MODEL CENTERS</td>
<td>4,821,200</td>
<td>4,405,618</td>
<td>91.4%</td>
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<tr>
<td>2332</td>
<td>SMALLER LEARNING COMMUNITIES (SLC)</td>
<td>621,000</td>
<td>508,195</td>
<td>81.8%</td>
</tr>
<tr>
<td>2336</td>
<td>VANDERBILT MATH &amp; SCIENCE PROGRAM</td>
<td>750,000</td>
<td>630,730</td>
<td>84.1%</td>
</tr>
<tr>
<td>2350</td>
<td>MUSIC MAKES US</td>
<td>684,900</td>
<td>412,171</td>
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<tr>
<td>2371</td>
<td>CAMPUS SUPERVISORS</td>
<td>3,448,200</td>
<td>3,061,805</td>
<td>88.8%</td>
</tr>
<tr>
<td>2386</td>
<td>FEE WAIVERS</td>
<td>300,000</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>2395</td>
<td>HOMEWORK HOTLINE</td>
<td>80,000</td>
<td>94,529</td>
<td>118.2%</td>
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<tr>
<td>2505</td>
<td>CAREER &amp; TECHNICAL EDUCATION SUPERVISION</td>
<td>292,100</td>
<td>265,728</td>
<td>91.0%</td>
</tr>
<tr>
<td>Function #</td>
<td>Function Name</td>
<td>FY2015 Budget</td>
<td>FY2015 YTD Actuals @ May 31, 2015</td>
<td>% Spent</td>
</tr>
<tr>
<td>------------</td>
<td>---------------------------------------------------</td>
<td>---------------</td>
<td>----------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>2520</td>
<td>CAREER &amp; TECHNICAL EDUCATION</td>
<td>7,477,300</td>
<td>7,444,036</td>
<td>99.6%</td>
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<tr>
<td>2555</td>
<td>METROPOLITAN GOVERNMENT IT CHARGES</td>
<td>1,596,800</td>
<td>1,496,126</td>
<td>93.7%</td>
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<tr>
<td>2600</td>
<td>ALTERNATIVE LEARNING PROGRAMS</td>
<td>3,006,900</td>
<td>2,572,096</td>
<td>85.5%</td>
</tr>
<tr>
<td>2650</td>
<td>NON-TRADITIONAL SCHOOLS</td>
<td>7,369,600</td>
<td>7,102,636</td>
<td>96.4%</td>
</tr>
<tr>
<td>2710</td>
<td>STUDENT ASSIGNMENT PLAN</td>
<td>5,520,700</td>
<td>4,932,493</td>
<td>89.3%</td>
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<tr>
<td>2711</td>
<td>SPECIAL EDUCATION GUIDANCE</td>
<td>154,300</td>
<td>136,821</td>
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</tr>
<tr>
<td>2805</td>
<td>SPECIAL EDUCATION SUPERVISION</td>
<td>1,010,200</td>
<td>881,743</td>
<td>87.3%</td>
</tr>
<tr>
<td>2810</td>
<td>SPECIAL EDUCATION PRINCIPALS</td>
<td>633,000</td>
<td>576,011</td>
<td>91.0%</td>
</tr>
<tr>
<td>2820</td>
<td>SPECIAL EDUCATION TEACHING</td>
<td>66,465,100</td>
<td>63,144,861</td>
<td>95.0%</td>
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<tr>
<td>2850</td>
<td>NON-TRADITIONAL SCHOOLS</td>
<td>7,102,636</td>
<td>6,392,220</td>
<td>90.0%</td>
</tr>
<tr>
<td>2890</td>
<td>NON-TRADITIONAL SCHOOLS</td>
<td>5,230,700</td>
<td>4,685,882</td>
<td>89.9%</td>
</tr>
<tr>
<td>2998</td>
<td>EXTENDED CONTRACT</td>
<td>567,400</td>
<td>543,817</td>
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<tr>
<td>2999</td>
<td>CAREER LADDER</td>
<td>1,970,700</td>
<td>1,427,405</td>
<td>72.4%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL LEADERSHIP AND LEARNING</strong></td>
<td><strong>$ 539,830,500</strong></td>
<td><strong>$ 503,810,150</strong></td>
<td><strong>93.3%</strong></td>
</tr>
<tr>
<td></td>
<td>ATTENDANCE AND SOCIAL SERVICES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3100</td>
<td>ATTENDANCE SERVICES</td>
<td>350,100</td>
<td>343,596</td>
<td>98.1%</td>
</tr>
<tr>
<td>3210</td>
<td>CLUSTER BASED STUDENT SUPPORT</td>
<td>5,351,400</td>
<td>5,093,973</td>
<td>95.2%</td>
</tr>
<tr>
<td>3250</td>
<td>FAMILY &amp; COMMUNITY SERVICES</td>
<td>1,977,900</td>
<td>1,663,355</td>
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</tr>
<tr>
<td></td>
<td><strong>TOTAL ATTENDANCE AND SOCIAL SERVICES</strong></td>
<td><strong>$ 7,679,400</strong></td>
<td><strong>$ 7,100,923</strong></td>
<td><strong>92.5%</strong></td>
</tr>
<tr>
<td></td>
<td>TRANSPORTATION</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4110</td>
<td>TRANSPORTATION SUPERVISION</td>
<td>3,162,000</td>
<td>3,136,467</td>
<td>99.2%</td>
</tr>
<tr>
<td>4120</td>
<td>STOCKROOM</td>
<td>133,300</td>
<td>167,303</td>
<td>125.5%</td>
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<tr>
<td>4130</td>
<td>OPERATION OF SCHOOL BUSES</td>
<td>14,326,700</td>
<td>12,770,283</td>
<td>89.1%</td>
</tr>
<tr>
<td>4131</td>
<td>OPERATION OF SPECIAL EDUCATION BUSES</td>
<td>6,727,500</td>
<td>8,006,716</td>
<td>119.0%</td>
</tr>
<tr>
<td>4136</td>
<td>SUPPORT BUS DRIVERS</td>
<td>625,300</td>
<td>159,046</td>
<td>25.4%</td>
</tr>
<tr>
<td>4137</td>
<td>BUS MONITORS</td>
<td>5,510,100</td>
<td>6,289,775</td>
<td>114.1%</td>
</tr>
<tr>
<td>4160</td>
<td>MAINTENANCE OF VEHICLES</td>
<td>4,480,500</td>
<td>6,359,348</td>
<td>141.9%</td>
</tr>
<tr>
<td>4319</td>
<td>MTA BUS PASSES</td>
<td>978,400</td>
<td>914,809</td>
<td>93.5%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL TRANSPORTATION</strong></td>
<td><strong>$ 35,943,800</strong></td>
<td><strong>$ 37,803,746</strong></td>
<td><strong>105.2%</strong></td>
</tr>
<tr>
<td></td>
<td>OPERATION OF PLANT</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5120</td>
<td>PORTABLE MOVING</td>
<td>455,000</td>
<td>763,187</td>
<td>167.7%</td>
</tr>
<tr>
<td>5212</td>
<td>CUSTODIAL AND CARE OF GROUNDS</td>
<td>23,259,700</td>
<td>21,213,773</td>
<td>91.2%</td>
</tr>
<tr>
<td>5220</td>
<td>UTILITY SERVICES, NATURAL GAS</td>
<td>4,026,100</td>
<td>3,195,368</td>
<td>79.4%</td>
</tr>
<tr>
<td>5230</td>
<td>UTILITY SERVICES, WATER &amp; SEWER</td>
<td>3,765,900</td>
<td>2,701,597</td>
<td>71.7%</td>
</tr>
<tr>
<td>5240</td>
<td>UTILITY SERVICES, ELECTRICITY</td>
<td>24,461,300</td>
<td>18,758,109</td>
<td>76.7%</td>
</tr>
<tr>
<td>5250</td>
<td>UTILITY SERVICES, TELEPHONES</td>
<td>1,317,000</td>
<td>651,898</td>
<td>49.5%</td>
</tr>
<tr>
<td>5260</td>
<td>UTILITY SERVICES, WASTE DISPOSAL</td>
<td>881,100</td>
<td>802,678</td>
<td>91.1%</td>
</tr>
<tr>
<td>5280</td>
<td>RADIO TRANSMISSION</td>
<td>229,400</td>
<td>210,283</td>
<td>91.7%</td>
</tr>
<tr>
<td>5315</td>
<td>FIXED ASSET AND INVENTORY CONTROL</td>
<td>3,213,200</td>
<td>2,778,073</td>
<td>86.5%</td>
</tr>
<tr>
<td>5320</td>
<td>DELIVERY &amp; MAIL SERVICES</td>
<td>479,400</td>
<td>508,959</td>
<td>106.2%</td>
</tr>
<tr>
<td>5325</td>
<td>SAFETY AND SECURITY</td>
<td>2,626,500</td>
<td>2,266,597</td>
<td>86.3%</td>
</tr>
<tr>
<td>5326</td>
<td>ATHLETIC EVENT SECURITY</td>
<td>345,000</td>
<td>261,244</td>
<td>75.7%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL OPERATION OF PLANT</strong></td>
<td><strong>$ 65,059,600</strong></td>
<td><strong>$ 54,111,767</strong></td>
<td><strong>83.2%</strong></td>
</tr>
<tr>
<td></td>
<td>MAINTENANCE OF BUILDINGS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6110</td>
<td>MAINTENANCE SUPERVISION</td>
<td>594,100</td>
<td>348,761</td>
<td>58.7%</td>
</tr>
<tr>
<td>6120</td>
<td>CONSTRUCTION SUPERVISION</td>
<td>547,300</td>
<td>504,708</td>
<td>92.2%</td>
</tr>
<tr>
<td>6300</td>
<td>MAINTENANCE OF FACILITIES</td>
<td>18,022,600</td>
<td>16,018,626</td>
<td>88.9%</td>
</tr>
<tr>
<td></td>
<td><strong>TOTAL MAINTENANCE OF BUILDINGS</strong></td>
<td><strong>$ 19,164,000</strong></td>
<td><strong>$ 16,872,094</strong></td>
<td><strong>88.0%</strong></td>
</tr>
<tr>
<td></td>
<td>FIXED CHARGES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7130</td>
<td>UNEMPLOYMENT COMPENSATION</td>
<td>750,000</td>
<td>750,000</td>
<td>100.0%</td>
</tr>
<tr>
<td>7210</td>
<td>RENTAL LAND AND BUILDING</td>
<td>56,100</td>
<td>56,066</td>
<td>99.9%</td>
</tr>
<tr>
<td>7311</td>
<td>RETIREES GROUP INSURANCE-CERTIFICATED</td>
<td>21,475,000</td>
<td>19,438,772</td>
<td>90.5%</td>
</tr>
<tr>
<td>7315</td>
<td>EMPLOYEE DEATH BENEFITS</td>
<td>74,000</td>
<td>67,833</td>
<td>91.7%</td>
</tr>
<tr>
<td>7316</td>
<td>EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT</td>
<td>3,436,900</td>
<td>3,436,900</td>
<td>100.0%</td>
</tr>
<tr>
<td>7318</td>
<td>RETIREMENT SICK LEAVE PAY-CERTIFICATED</td>
<td>1,830,100</td>
<td>634,481</td>
<td>34.7%</td>
</tr>
<tr>
<td>7319</td>
<td>RETIREMENT SICK LEAVE PAY-SUPPORT</td>
<td>208,100</td>
<td>96,048</td>
<td>46.2%</td>
</tr>
<tr>
<td>7320</td>
<td>BUILDINGS AND CONTENTS INSURANCE</td>
<td>1,127,800</td>
<td>1,127,800</td>
<td>100.0%</td>
</tr>
<tr>
<td>7321</td>
<td>BOILER &amp; ELEVATOR INSPECTION</td>
<td>80,000</td>
<td>81,239</td>
<td>101.5%</td>
</tr>
<tr>
<td>7325</td>
<td>INSURANCE RESERVE</td>
<td>14,700</td>
<td>9,284</td>
<td>63.2%</td>
</tr>
<tr>
<td>Function #</td>
<td>Function Name</td>
<td>FY2015 Budget</td>
<td>FY2015 YTD Actuals @ May 31, 2015</td>
<td>% Spent</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------</td>
<td>---------------</td>
<td>---------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>7340</td>
<td>LIABILITY INSURANCE</td>
<td>1,290,600</td>
<td>1,304,221</td>
<td>101.1%</td>
</tr>
<tr>
<td>7499</td>
<td>GUARANTEED PENSION PAYMENT</td>
<td>4,285,000</td>
<td>3,927,917</td>
<td>91.7%</td>
</tr>
<tr>
<td>7777</td>
<td>PROPERTY TAX REFUND</td>
<td>5,236,000</td>
<td>5,760,348</td>
<td>110.0%</td>
</tr>
<tr>
<td>7900</td>
<td>LEGAL SERVICES</td>
<td>192,000</td>
<td>192,000</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>TOTAL FIXED CHARGES</td>
<td>$ 40,056,300</td>
<td>$ 36,882,910</td>
<td>92.1%</td>
</tr>
</tbody>
</table>

ADULT AND COMMUNITY SERVICES

<table>
<thead>
<tr>
<th>Function #</th>
<th>Function Name</th>
<th>FY2015 Budget</th>
<th>FY2015 YTD Actuals @ May 31, 2015</th>
<th>% Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8119</td>
<td>DISTRICT DUES</td>
<td>76,100</td>
<td>74,188</td>
<td>97.5%</td>
</tr>
<tr>
<td>8320</td>
<td>ADULT EDUCATION PROGRAM</td>
<td>358,400</td>
<td>357,636</td>
<td>99.8%</td>
</tr>
<tr>
<td></td>
<td>TOTAL ADULT AND COMMUNITY SERVICES</td>
<td>$ 434,500</td>
<td>$ 431,824</td>
<td>99.4%</td>
</tr>
</tbody>
</table>

OPERATING TRANSFER TO DEBT SERVICE FUND

<table>
<thead>
<tr>
<th>Function Name</th>
<th>FY2015 Budget</th>
<th>FY2015 YTD Actuals @ May 31, 2015</th>
<th>% Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>OPERATING TRANSFER TO DEBT SERVICE FUND</td>
<td>$ 16,147,200</td>
<td>$ 16,147,200</td>
<td>100.0%</td>
</tr>
<tr>
<td>OPERATING TRANSFER TO CHARTER SCHOOLS FUND</td>
<td>$ 50,096,500</td>
<td>$ 44,455,792</td>
<td>88.7%</td>
</tr>
<tr>
<td>REIMBURSABLE PROJECTS</td>
<td>$ 1,599,800</td>
<td>$ 2,020,904</td>
<td>126.3%</td>
</tr>
<tr>
<td>GRAND TOTAL:</td>
<td>$ 790,067,500</td>
<td>$ 731,724,270</td>
<td>92.6%</td>
</tr>
</tbody>
</table>