



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – April 27, 2021 – 5:00 p.m.

Christiane Buggs, Chair

I. CONVENE and ACTION

- A. Call to Order
- B. Establish Quorum
- C. Pledge of Allegiance

II. REPORTS

- A. Director's Report
 - Core Tenet: Re-envision central office as a support hub
 - Signature Initiative: Re-Envisioning Central Office as a School Support Hub
 - Focused Outcomes: Literacy, Numeracy & SEL

III. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
 - 1. Consent
 - a. Approval of Minutes –03/23/21 - Meeting
 - b. Awarding of Purchases and Contracts
 - 1. Alan Jay Automotive Management, Inc.
 - 2. Eads Cx
 - 3. Facility Diagnostics, LLC
 - 4. FTW Robotics
 - 5. Lakeshore Equipment Company dba Lakeshore Learning
 - 6. Nashville Roof Consultants
 - 7. Office Depot (2 Contracts)
 - 8. Orion Building Corporation
 - 9. Riverside Assessments, LLC dba Riverside Insights
 - 10. TT of Columbia, Inc.
 - c. Policies 1.700 - School District Goals, 5.100 – Personal Goals, 1.900 - Charter School Applications, Policy 4.400 - Textbooks and Instructional Materials, Policy 4.700 – Testing Programs, Policy 6.405 - Administration of Medication in a School Setting

Metropolitan Board of Public Education

Agenda

April 27, 2021

2. A Resolution, Regarding The Addition Of 5th Grade To Purpose Preparatory Academy

3. A Resolution, Regarding Physical, Mental And Emotional Support For All Metropolitan Nashville Public School Students, Staff, Parents, And Other Stakeholders Regardless Of Gender Identity, Gender Expression, Or Sexual Orientation

4. Charter School Applications
 1. Aventura Community School
 2. Nashville Classical School II

IV. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as of April 20, 2021

V. ANNOUNCEMENTS

VI. ADJOURNMENT

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

March 23, 2021

Members Present: Christiane Buggs, chair, Freda Player-Peters, Fran Bush, Gini Pupo-Walker, Emily Masters, Abigail Tylor, John Little, Sharon Gentry, Rachael Anne Elrod vice-chair

Meeting called to order: 5:00 p.m.

CONVENE AND ACTION

- A. Call to Order
Christiane Buggs called the meeting to order.

- B. Pledge of Allegiance led by David Sevier, Director of Board Policy

GOVERNANCE ISSUES

- A. 1. Consent
 - a. Approval of Minutes – 02/23/21 - Meeting
 - b. Recommended Approval of Supplement #4 for New Hillwood High School – Hastings Architectural Associates, LLC
 - c. Awarding of Purchases and Contracts
 - 1. ACT Security, Inc.
 - 2. ACT, Inc.
 - 3. Business Systems and Consultants (BCS)
 - 4. CDW-G
 - 5. ~~Frank Miller Fundraising~~
 - 6. Grant Consulting dba McGrath Training Solutions
 - 7. ~~Great Minds PBC~~
 - 8. Jarrett Builders, Inc.
 - 9. Municipal Auditorium
 - 10. Nashville Public Library
 - 11. Taylor Music, Inc.
 - d. Legal Settlement Claim (\$210,000)
 - e. Tenure List

Emily Masters pulled Item A-1-c-(5) Frank Miller
Fundraising
Abigail Tylor pulled Item A-1-c-(7) Great Minds PBC

Motion to approve consent agenda
By Freda Player-Peters, seconded Rachael Anne Elrod
Motion Passes
Vote: 9-0

Motion to approve Item A-1-c-(5) Frank Miller
Fundraising
By Emily Masters, seconded Christiane Buggs
Motion Passes
Vote: 9-0

Motion to defer Item A-1-c-(7) Great Minds PBC until
the next Board Meeting.
By Abigail Tylor, seconded Emily Masters
Motion Fails
Vote: 3-6 (Emily Masters, Abigail Tylor and Fran
Bush)

Motion to approve Item A-1-c-(7) Great Minds PBC
until the next Board Meeting.
By Sharon Gentry, seconded Freda Player-Peters
Motion Passes
Vote: 7-1-1 (Abigail Tylor – abstain, Fran Bush- no)

DIRECTOR'S REPORT

- A. Dr. Battle and staff presented a Director's Report on School Board's Budget Priority Alignment for Navigators, Literacy Reimagined, Leadership Framework, Equity Roadmap, Metro Schools ReimaginED, Central Office Support Hub

ANNOUNCEMENTS

- A. Gini Pupo-Walker congratulated Cane Ridge High School boys' team for going to the state championship.
- B. John Little announced that he would be hosting office hours on the first and third Saturday's of each month.
- C. Emily Masters thanked the Madison Kwanzas club for inviting her to speak at their virtual meeting.
- D. Abigail Tylor congratulated the teachers who received Tenure.
- E. Rachael Anne Elrod congratulated the student athletes at Overton High School.
- F. Christiane Buggs announced the Metro Council and Board would hold a joint meeting on March 4th. She also that TN Day on the Hill is March 5th. She also congratulated Warner Elementary for being recognized as Beacon School from Blue Ribbon Schools of Excellence.

Ms. Elrod adjourned the meeting at 7:20 p.m.



Chris M. Henson
Board Secretary

Christiane Buggs
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: Alan Jay Automotive Management, Inc.

SERVICE/GOODS (SOW): For the purchase of twelve (12) white fleet vehicles

SOURCING METHOD: State of Tennessee Contract 64464 SWC 209

TERM: Immediate Purchase

FOR WHOM: MNPS Staff

COMPENSATION: Total compensation for this purchase will not exceed \$ 466,500.

OVERSIGHT: Transportation

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: Purchase Order number pending Board approval

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Eads Cx

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on commissioning service projects on an as-needed basis. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: RFP 108246

TERM: April 28, 2021 through April 27, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation for this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7510463

SOURCE OF FUNDS: Depending on project, could be Operating Budget or Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Facility Diagnostics, LLC

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on commissioning service projects on an as-needed basis. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: RFP 108246

TERM: April 28, 2021 through April 27, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation for this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7510464

SOURCE OF FUNDS: Depending on project, could be Operating Budget or Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: FTW Robotics

SERVICE/GOODS (SOW): Amendment #1 extends the term to end on November 30, 2025, adds language for the Contractor to be paid in accordance with quotes provided per engagement, increases the not-to-exceed value of the contract by \$124,850.02 to reach a new not-to-exceed value of \$140,000.00 and updates the Criminal Background Checks language. Contract is for the provision of drones and competition elements for the REC Foundations Aerial Drone (RAD) Competition that will be utilized by MNPS STEAM Middle Schools.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: December 1, 2020 through November 30, 2025

FOR WHOM: MNPS STEAM Middle Schools

COMPENSATION: Contract to be paid in accordance with approved quotes per engagement.

Total compensation for this contract is not to exceed \$140,000.

OVERSIGHT: Instructional Support – STEAM

EVALUATION: The quality and timeliness of products and services provided.

MBPE CONTRACT NUMBER: 7504391

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Lakeshore Equipment Company dba Lakeshore Learning

SERVICE/GOODS (SOW): Contract for the addition of an educational school supplies punchout catalog. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: Omnia Partners # R190501

TERM: April 28, 2021 through June 30, 2024

FOR WHOM: All MNPS

COMPENSATION: There is no minimum compensation guaranty. Total compensation for this contract will not exceed \$ 3,000,000.

OVERSIGHT: Procurement

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: MNPS 7509382

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Nashville Roof Consultants

SERVICE/GOODS (SOW): Provision of qualified contractors to provide quotes on commissioning service projects on an as-needed basis. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: RFP 108246

TERM: April 28, 2021 through April 27, 2025

FOR WHOM: MNPS Schools and Facilities

COMPENSATION: Contractor shall be paid on a project-by-project quote in accordance with the terms and conditions of the request and contract.

Total compensation for this contract is not to exceed \$5,000,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7510462

SOURCE OF FUNDS: Depending on project, could be Operating Budget or Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Office Depot

SERVICE/GOODS (SOW): Contract for the addition of an educational school supplies punchout catalog. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: Omnia Partners # R190502

TERM: April 28, 2021 through June 30, 2024

FOR WHOM: All MNPS

COMPENSATION: There is no minimum compensation guaranty. Total compensation for this contract will not exceed \$ 3,000,000.

OVERSIGHT: Procurement

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: MNPS 7509376

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Office Depot

SERVICE/GOODS (SOW): Contract for the addition of an office supplies punchout catalog. This is an Indefinite Delivery/Indefinite Quantity (IDIQ) contract.

SOURCING METHOD: Omnia Partners # R190303

TERM: April 28, 2021 through June 30, 2024

FOR WHOM: All MNPS

COMPENSATION: There is no minimum compensation guaranty. Total compensation for this contract will not exceed \$ 3,000,000.

OVERSIGHT: Procurement

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: MNPS 7486475

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Orion Building Corporation

SERVICE/GOODS (SOW): Provision of track and stadium upgrades at Pearl Cohn High School.

SOURCING METHOD: ITB 108260

TERM: Runs through Project Completion

FOR WHOM: Pearl Cohn High School Students

COMPENSATION: In accordance with Exhibit A – Cost Spreadsheet.

Total compensation for this contract is not to exceed \$1,941,170.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7509628

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: Riverside Assessments, LLC dba Riverside Insights

SERVICE/GOODS (SOW): Amendment #1 switches the contract number over to 7493709, increases the contract value by \$350,000, and updates the Criminal Background Check clause of the contract. Contractor provides various sole sourced clinical assessment kits, test booklets, software, and manuals.

SOURCING METHOD: Amendment of a previously approved Board contract

TERM: Runs through August 27, 2024

FOR WHOM: Exceptional Education students

COMPENSATION: Amendment #1 increases the contract value by \$350,000.

Total compensation for this contract is not to exceed \$500,000.

OVERSIGHT: Exceptional Education

EVALUATION: Based on the quality of the products provided and effectiveness of the products in classroom application.

MBPE CONTRACT NUMBER: 7493709 (previously 2-00806-00)

SOURCE OF FUNDS: Operating Budget and Federal Funds – IDEA

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: TT of Columbia Inc.

SERVICE/GOODS (SOW): For the immediate purchase of seven (7) white fleet vehicles.

SOURCING METHOD: State of Tennessee Contract 64423 SWC 209

TERM: Immediate Purchase

FOR WHOM: MNPS Staff

COMPENSATION: Total compensation for this purchase will not exceed \$ 291,002.60

OVERSIGHT: Transportation

EVALUATION: Quality of products and timeliness of services provided

MBPE CONTRACT NUMBER: Purchase Order number pending Board approval

SOURCE OF FUNDS: Capital Funds

Policies 1.700 - School District Goals & 5.100 - Personnel Goals

In 2019, the General Assembly passed legislation requiring the State Board of Education to adopt a policy on educator diversity. The State Board of Education adopted a policy on this topic. This policy requires local education agencies to set goals for educator diversity. Board policies need to reflect this responsibility. These goals must be submitted to the Tennessee Department of Education each school year. The Department of Education provides samples and other resources in regard to implementing educator diversity goals in districts.

Policy 1.900 - Charter School Applications

Recent legislation that changes the charter school process will go into effect on January 1, 2021. Beginning next year, amended charter applications shall be submitted to the TN Charter School Commission. Previously, these appeals had to be submitted to the State Board of Education. This policy is amended to align with this change; the last sentence of the policy replaces “State Board of Education” with “Tennessee Charter School Commission.”

Policy 4.400 - Textbooks and Instructional Materials

State Board of Education regulations create a process for Boards to apply for waivers regarding textbooks and instructional materials. A Board must vote to seek a waiver to use materials that are not included on the list approved by the State Textbook Commission. TSBA has updated the model policy to include a provision on these waivers.

Additionally, model policies 4.400 and 4.401 have been combined to clarify the relationship between textbooks and instructional materials. Affirmative action by the Board on this item will rescind 4.401 and create a new and updated 4.400

Policy 4.700 – Testing Programs

In the recent Extraordinary Session of the Tennessee General Assembly legislation was passed that allows a district, for this current school year, to have flexibility around how the results of the TCAP testing program are counted toward a student’s grade. To meet this requirement, the words “or the minimum allowed by the State of Tennessee” has been added to line 6 on page 2

Policy 6.405 Administration of Medication in a School Setting

In under exceptional circumstances a child is required to take non-prescription or prescription medication during school hours, the medication shall be stored, labeled, and administered according to the procedures developed by the director of schools.

Is amended to read...

If a child is required to take non-prescription or prescription medication during school hours, the medication shall be stored, labeled, and administered according to the procedures developed by the director of schools.

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: School District Goals	Descriptor Code: 1.700	Issued Date: 04/27/21
		Rescinds:	Issued: 12/12/17

1 The Board shall determine the educational goals of the school district. In discharging that
2 responsibility, the Board has adopted the following goals:

3 **INSTRUCTION**

- 4 1. To promote a plan for the organized improvement of school curriculum, including the transition
5 between elementary and secondary schools;
- 6 2. To offer a wide range of career and service opportunities;
- 7 3. To promote an integration of academic, physical, social, and emotional growth experiences for
8 each student; and
- 9 4. To promote the recognition of achievement in all endeavors (i.e., academic, athletic).

10 **STUDENTS**

- 11 1. To structure the instructional program to provide necessary alternatives to meet a variety of
12 individual needs and aspirations;
- 13 2. To ensure that each student's interests, capacities, and objectives are considered in his/her
14 learning program; and
- 15 3. To help students gain understanding of themselves as well as skills and techniques in living and
16 working with others and being responsible citizens.

17 **PERSONNEL**

- 18 1. To promote high quality performance by the staff, including both professional and support
19 personnel;
- 20 2. To establish acceptable performance standards for all personnel;
- 21 3. To set goals for educator diversity that take into consideration the diversity of the student
22 population;¹
- 23 4. To provide in-service training and professional growth experiences for teachers and
24 administrators; and
- 25 5. To maintain an evaluation system for the improvement of the instructional system.

1 OPERATIONS

- 2 1. To make every effort to secure adequate funding for the educational program in support of the
3 stated goals;
- 4 2. To maintain an adequate system of fiscal and business management;
- 5 3. To develop plans for the efficient use of school facilities; and
- 6 4. To ensure appropriate communication between the Director of Schools and the Board.
- 7 The Board shall annually review these goals and revise them as necessary.
- 8 The Director of Schools is responsible for developing procedures and strategies to implement the goals
9 of the Board.

Legal References

1. State Board of Education Policy 5.700; TCA 49-1-302(g)

Cross References

Role of the Board of Education 1.101
Board Member Development Opportunities 1.204
Fiscal Management Goals 2.100
Business Management Goals 3.100
Instructional Program 4.100
Evaluations of Instructional Programs 4.702
Personnel Goals 5.100
Student Goals 6.100

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in January	Descriptor Term: Personnel Goals	Descriptor Code: 5.100	Issued Date: 04/27/21
		Rescinds: EE-12	Issued: 05/18/18

1 The Board's personnel goals are as follows:

- 2 1. To ensure that the Director of Schools recruits and employs the best qualified individuals to staff
3 the school district;
- 4 2. To provide compensation, benefits, and working environments sufficient to attract and retain
5 qualified employees;
- 6 3. To set goals for educator diversity that take into consideration the diversity of the student
7 population;¹
- 8 4. To provide an in-service training program for all employees to improve their performance; and
- 9 5. To conduct an evaluation program that will contribute to the continuous improvement of staff
10 performance.

Legal References

1. State Board of Education Policy 5.700; TCA 49-1-302(g)

Cross References

School District Goals 1.700

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in August	Descriptor Term: Charter School Applications	Descriptor Code: 1.900	Issued Date: 04/27/21
		Rescinds: 1.900	Issued: 12/12/17

1 SCOPE

2 This policy shall apply to sponsors and potential sponsors of newly created public charter schools. It
3 shall not apply to public charter schools converted from existing public schools pursuant to TCA 49-
4 13-106 (b) (2).

5 DEFINITION

6 A charter school shall be a public, nonsectarian, non-religious, non-home based school which operates
7 within a public school district. It shall be subject to all state and federal laws and constitutional
8 provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national
9 origin, religion, ancestry or need for special education services.¹

10 The purposes of charter schools are to:²

- 11 1) Improve learning for all students and close the achievement gap between high and low
12 students;
- 13 14 2) Provide options for parents to meet educational needs of students in high priority schools;
- 15 16 3) Encourage the use of different and innovative teaching methods, and provide greater decision
17 making authority to schools and teachers in exchange for greater responsibility for student
18 performance;
- 19 20 4) Measure performance of pupils and faculty, and ensure that children have the opportunity to
21 reach proficiency on state academic assessments;
- 22 23 5) Create new professional opportunities for teachers; and
- 24 25 6) Afford parents substantial meaningful opportunities to participate in the education of their
26 children.

27 APPLICATION PROCESS³

28 A prospective charter school sponsor shall send the director of schools notice of its intent sixty (60)
29 days prior to April 1 of the year preceding the year in which the proposed charter school plans to begin
30 operation as a public charter school.

1 A sponsor seeking board approval of an initial charter school application must complete the form
2 provided by the Tennessee Department of Education. In the application, the sponsor must demonstrate
3 that the proposed charter school meets the purpose prescribed by law for the formation of a charter
4 school and the proposed charter school will be able to implement a viable program of quality education
5 for its students. In the case where a traditional public school is seeking to convert to a charter school,
6 the application must include documents showing the necessary parental or teacher support.

7 Applications must be submitted to board on or before 4:30 p.m. on April 1 of the year preceding the
8 year in which the proposed charter school plans to begin operation as a public charter school.
9 Applications will be accepted only between March 1 and April 1. If the 1st of April falls on a Saturday,
10 Sunday, or holiday on which the school district offices are closed, applications will be accepted on the
11 next business day on or before 4:30 p.m. Late applications will not be accepted, without exception.
12 The sponsor shall pay an application fee of \$500.00.³

13 The director, in coordination with this unified school plan shall prepare an impact statement to be
14 provided to the board before approving any new charter school application. The statement should
15 assess the school's impact on the unified school plan and identify the role that the charter intends to fill
16 within the overall system.

17 **REVIEW PROCESS**

18 The director shall make recommendations to the board with respect to all charter school applicants that
19 include an analysis of the strengths and weaknesses of each chart application. Recommendations shall
20 be compliant with the Board's vision for the use of charter schools as a district component of meeting
21 district goals. Further, the director shall not allow contracts to be recommended if fiscal jeopardy or
22 failure to make consistent progress towards their stated objectives is a likely outcome or is evident.

23 **APPROVAL, DENIAL OF APPLICATION⁴**

24 The board shall rule by resolution on the approval or denial of a charter application within ninety (90)
25 days of receipt of the completed application or the application shall be deemed approved by law.

26 **Approval**

27 The sponsor of a public charter school that is approved by the board shall enter into a written
28 agreement with the board, which shall be binding on the charter school's governing body. This
29 agreement, known as the charter agreement, shall be in writing signed by the sponsor and the board. In
30 the application, the sponsor must demonstrate that the proposed charter school meets the purpose
31 prescribed by law for the formation of a charter school and the proposed charter school will be and
32 shall include all aspects of the sponsor's approved application as well as any reporting requirements
33 prescribed under state or federal laws.⁵

34 All charter agreements shall include provisions requiring that:

- 35 1. members of charter school governing boards, as well as charter school administrators and any
36 employees with contracting or purchasing authority, complete statements of disclosure of
37 interest reports (consistent with forms filed by members of the Board and key MNPS

1 administrators) and provide them to the Board on an annual basis;

2
3 2. charter schools be fully compliant with all local, state, and federal laws, including the
4 Tennessee Open Meetings Act and Tennessee Public Records Act;

5
6 3. charter schools comply with Tenn. Code. Ann. §§12-4-101 and 12-4-102, which prohibit
7 conflicts of interest in contracting, and require that charter schools disclose all vendor or
8 service contracts upon request and, for contracts over \$10,000, submit for publication on the
9 MNPS website; and

10
11 4. charter schools comply with the Annenberg standards.

12 All charter schools that include high schools (grades 9-12) must be regionally accredited. It is expected
13 that the candidate school status for accreditation will be received during the first year of the charter
14 school operation.

15 Charter schools approved by the board of education are expected to implement the application as
16 submitted and approved. Material variations in operations from the approved application require
17 amendment pursuant to statute and the charter school agreement.

18 The board should not be expected to provide services to charter schools that are not requested during
19 the application process except for those services that are required under state or federal laws. Services
20 agreed to be provided to the charter schools by the board shall be provided at board actual cost.

21 The Governing Body of an approved public charter school shall make a written report to the board
22 annually between August 1 and September 1. This reporting requirement shall begin in the year after
23 the year in which the public charter school begins operation. This annual report shall include: a report
24 on the progress of the school in achieving its goals, objectives, pupil performance standards, content
25 standards, and all other terms of the charter agreement; and a financial statement disclosing the
26 financial health of the school including the costs of the administration, instruction and other spending
27 categories of the school.⁶

28 New public charter schools, conversion schools, and all renewals of charter agreements are approved
29 for ten year periods. However, following the fifth year of a charter school's initial period of operation
30 or the fifth year of any renewal of a charter school agreement, the LEA must conduct an interim review
31 of the charter school according to the guidelines developed by the Department of Education.

32 No later than October 1 of the year prior to the year in which the charter agreement expires, the
33 governing body of a public charter school shall submit a renewal application to the board. The board
34 shall make its renewal decision based on the progress of the school towards its stated goals and on the
35 financial status of the school.⁷

36 The board may revoke or deny renewal of a public charter school agreement for any of the reasons
37 enumerated in TCA 49-13-122.

1 Denial

2 Upon receipt of the grounds for denial, the sponsor shall have thirty (30) days within which to submit
3 an amended application to correct the deficiencies. The board shall have thirty (30) days either to deny
4 or to approve the amended application or the application shall be deemed approved by law.⁴

5 A denial of an application by the board may be appealed by the sponsor, within ten (10) days of the
6 final decision to deny to the Tennessee Charter School Commission.

Legal References

1. TCA 49-13-105; TCA 49-13-111(a)-(c)
2. TCA 49-13-102
3. TCA 49-13-107, 108; TCA 1-3-102
4. TCA 49-13-108; TRR/MS 0520-14-1-.01 & .02
5. TCA 49-13-110
6. TCA 49-13-120
7. TCA 49-13-121

Cross References

Charter School Oversight 1.901

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Textbooks and Instructional Materials	Descriptor Code: 4.400	Issued Date: 04/27/21
		Rescinds: 4.401	Issued: 08/13/19

1 *General*

2 All classrooms shall be equipped with the textbooks and instructional materials needed to provide quality
3 learning experiences for students in accordance with state law.¹ The Board shall provide a wide range of
4 textbooks and instructional materials that cover all levels of difficulty, generate critical thinking, and
5 support the educational programs.

6 **SELECTION²**

7 The responsibility to select textbooks and instructional materials, as recommended by the State Textbook
8 Commission, rests with the local textbook selection committees, subject to approval by the Board. Use
9 of textbooks and instructional materials not on the list approved by the State Textbook Commission is
10 permissible if the Board submits a waiver to the State Board of Education and such waiver is approved.

11 The Director of Schools shall establish a procedure for providing citizens of the community with an
12 opportunity to examine proposed textbooks and instructional materials prior to their final adoption,³
13 including public notice of the time and location at which textbooks and instructional materials may be
14 examined. Once approved by the Board, the Director of Schools shall post the list of all approved
15 textbooks and instructional materials on the school district's website and send a copy of the list to the
16 Commissioner of Education.²

17 **DISTRIBUTION**

18 The Director of Schools shall designate an employee to be responsible for the purchase and distribution
19 of textbooks and instructional materials in each school. Students shall receive these items at no cost.

20 **CARE OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS⁴**

21 Textbooks and instructional materials are property of the Board and shall be returned at the end of the
22 school year, upon completion of the course, or upon withdrawal from a course or school.
23 Parent(s)/guardian(s) are to sign an agreement stating they shall be responsible for the textbooks and
24 instructional materials received and used by their children. The Director of Schools shall be responsible
25 for developing an administrative procedure regarding the replacement of lost or damaged textbooks and
26 instructional materials.

27 **REVIEW OF TEXTBOOKS AND INSTRUCTIONAL MATERIALS³**

28 A list of textbooks and instructional materials shall be revised annually by principals under the direction
29 of the Director of Schools.

- 1 Upon request, parent(s)/guardian(s) shall have the ability to inspect any textbooks and instructional
- 2 materials including, but not limited to, teaching materials, handouts, and tests that are developed by
- 3 and graded by their child's teacher.

- 4 The Director of Schools shall develop procedures for the inspection of materials and distribute these
- 5 procedures to each principal.

Legal References

1. TCA 49-6-2207; TCA 49-2-203(a)(3)
2. TCA 49-6-2207(c), (e), (f); TCA 49-6-2202(d); TRR/MS 0520-01-18-.02
3. 20 USCA § 1232h(a); TCA 49-6-7003
4. TCA 49-3-310(1)(B); TRR/MS 0520-01-02-.16(2)

Cross Reference

Surplus Property Sales 2.403
Reconsideration of Instructional Materials and Textbooks
4.403
Controversial Materials 4.801
Student Fees and Fines 6.709

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Testing Programs	Descriptor Code: 4.700	Issued Date: 07/14/20
		Rescinds: 4.700	Issued: 08/14/18

1 *General*

2 The board shall provide for a system-wide testing program which shall be periodically reviewed and
3 evaluated. The purposes of the program shall be to:

- 4 1. Assist in promoting accountability;
- 5
- 6 2. Determine the progress of students;
- 7
- 8 3. Assess the effectiveness of the instructional program and student learning;
- 9
- 10 4. Aid in counseling and guiding students in planning future education and other endeavors;
- 11
- 12 5. Analyze the improvements needed in each instructional area;
- 13
- 14 6. Assist in the screening of students with learning difficulties;¹
- 15
- 16 7. Assist in placing students in remedial programs;
- 17
- 18 8. Provide information for college entrance and placement; and
- 19
- 20 9. Assist in educational research by providing data.²

21 The director of schools shall be responsible for planning and implementing the program, which includes:

- 22 1. Determining specific purposes for each test;
- 23
- 24 2. Selecting the appropriate test to be given;
- 25
- 26 3. Establishing procedures for administering the tests;
- 27
- 28 4. Making provisions for interpreting and disseminating the results;
- 29
- 30 5. Maintaining testing information in a consistent and confidential manner; and
- 31
- 32 6. Ensuring that results are obtained as quickly as possible, especially when placement in a special
33 learning program might be necessary.

1 State-mandated student testing programs shall be undertaken in accordance with procedures published
2 by the State Department of Education.³

3 **WEIGHTING TCAP SCORES**

4 TNReady⁴ and EOC⁵ scores will be included in students' final grades as follows:

- 5 a) 2017-2018 school year - 15%
- 6 b) 2018-2019 school year and beyond - 15% or the minimum allowed by the State of Tennessee

7 The raw score earned by the student will be converted to a 100 point scale using the target score method.

8 The director of schools may exclude these scores from students' final grades if results are not received
9 by the district at least five (5) instructional days before the end of the course.^{4,5}

10 **INTEREST INVENTORIES AND CAREER ASSESSMENTS⁶**

11 Interest inventories shall be made available to students prior to 10th grade. These will include assessments
12 such as the Kuder assessment, Myers-Briggs Type Indicator, the ASVAB, or the College Board Career
13 Finder.

14 Career aptitude assessments shall be administered to 7th graders in order to inform the student's high
15 school plan of study.

16 **TESTING INFORMATION AND PARENTAL CONSENT**

17 Any test directly concerned with measuring student ability or achievement through individual or group
18 psychological or socio-metric tests shall not be administered by or with the knowledge of any employee
19 of the system without first obtaining written consent of the parents or guardians.²

20 Results of all group tests shall be recorded on the students' permanent records and shall be made
21 available to appropriate personnel in accordance with established procedures.⁷

22 No later than July 31st of each year, the board shall publish on its website information related to state
23 and board mandated tests that will be administered during the school year. The information shall
24 include:⁸

- 25 1. The name of the test;
- 26
- 27 2. The purpose and use of the test;
- 28
- 29 3. The grade or class in which the test will be administered;
- 30
- 31 4. The tentative date or dates that the test will be administered;
- 32

- 1 5. The time and manner in which parents and students will be notified of the results of the test;
 - 2
 - 3 6. How parents can access the questions and answers on their student’s state-required tests; and
 - 4
 - 5 7. If a board mandated test, how the test complements and enhances student instruction and
 - 6 learning and how it serves a purpose distinct from state-required tests.
- 7 Testing information shall also be placed in student handbooks or other school publications that are
- 8 provided to parents on an annual basis.

Legal References

1. TCA 49-10-108
2. 20 USCA § 1232(g)
3. TRR/MS 0520-01-03-.03(7); TRR/MS 0520-01-03-.06(1)(b)
4. TCA 49-1-617; State Board of Education Policy 2.102
5. TRR/MS 0520-01-03-.06(1)(b); State Board of Education Policy 2.103; TCA 49-1-617
6. Public Acts of 2019, Chapter No. 108
7. TCA 10-7-504
8. TCA 49-6-6007; State Board of Education Policy 2.102; State Board of Education Policy 2.103

Cross References

- Student Surveys, Analyses, and Evaluations 6.4001
Student Records 6.600

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in April	Descriptor Term: Administration of Medication in a School Setting	Descriptor Code: 6.405	Issued Date: 04/27/21
		Rescinds: 6.402	Issued: 08/14/18

1 If a child is required to take non-prescription or prescription medication during school hours, the
2 medication shall be stored, labeled, and administered according to the procedures developed by the
3 director of schools.¹

BLOOD GLUCOSE SELF-CHECKS²

4 Upon written request of a parent/guardian and if included in the student's medical management plan and
5 in the Individualized Healthcare Plan (IHP), a student with diabetes shall be permitted to perform a blood
6 glucose check or administer insulin using any necessary diabetes monitoring and treatment supplies,
7 including sharps. The student shall be permitted to perform the testing in any area of the school or school
8 grounds at any time necessary.

9 Sharps shall be stored in a secure, but accessible location, including the student's person, until use of
10 such sharps is appropriate.

11 Use and disposal of sharps shall be in compliance with the guidelines set forth by the Tennessee
12 Occupational Safety and Health Administration (TOSHA).

STUDENTS WITH PANCREATIC INSUFFICIENCY OR CYSTIC FIBROSIS³

13 Students diagnosed with pancreatic insufficiency or cystic fibrosis shall be permitted to self-manage
14 their prescribed medication in a manner directed by a licensed healthcare provider without additional
15 assistance or direction. The Director of Schools shall develop procedures for the development of an
16 IHP for every student that wishes to self-administer.

STUDENTS WITH ADRENAL INSUFFICIENCY⁴

17 The parent/guardian of a student diagnosed with adrenal insufficiency shall notify the school district of
18 the student's diagnosis. Once notified, the district shall observe the following procedure:

- 19 1. The district shall train school personnel who will be responsible for administering the
20 medication for the treatment of adrenal insufficiency and any who volunteer to administer the
21 medication.
- 22 2. The district shall maintain a record of all school personnel who have completed this training.
- 23 3. If a student is suffering from an adrenal crisis, a school nurse or other licensed health care
24 professional may administer the prescribed medication to the student. If a school nurse or other
25 professional may administer the prescribed medication to the student. If a school nurse or other
26 professional may administer the prescribed medication to the student.

- 1 licensed health care professional is not immediately available, trained school personnel may
- 2 administer the prescribed medication.

The Director of Schools shall develop procedures on the administration of medications that treat adrenal insufficiency, including the treatment of an adrenal crisis while on school transportation and during activities such as field trips, and recordkeeping per rules set forth by the State Board of Education.

Legal References

Cross References

Emergency Allergy Response Plan 6.412

- 1 TCA 49-50-1602; State Board of Education Policy 4.205
- 2 TCA 49-50-1602(d)(7)
- 3 TCA 49-50-1601; State Board of Education Policy 4.205
- 4 TRR/MS 0520-01-13; State Board of Education Policy 4.205

A RESOLUTION, REGARDING THE ADDITION OF 5TH GRADE TO PURPOSE PREPARATORY ACADEMY

WHEREAS, beginning in 2020 the Director of Schools presented the MNPS ReimaginED framework to the Board of Education for consideration; and

WHEREAS, the Board of Education has endorsed the MNPS ReimaginED initiative; and

WHEREAS, that framework included the realignment of grade level in particular school clusters to K-5 for elementary schools and 6-8 for middle schools; and

WHEREAS, the Board of Education approved the grade realignment in the Pearl-Cohn, Maplewood, and Whites Creek clusters beginning with the 2021 – 2022 school year; and

WHEREAS, Purpose Preparatory Academy is a charter school approved by the MNPS Board of Education; and

WHEREAS, Purpose Preparatory Academy primarily draws their enrollment from students in the Maplewood and Pearl-Cohn clusters; and

WHEREAS, Purpose Preparatory Academy currently enrolls students in grade K-4;

WHEREAS, Purpose Preparatory Academy leadership and families have appeared before the Board of Education to request that Purpose Preparatory Academy's enrollment be expanded for the 2021-2022 school year to include 5th grade so that it aligns with neighboring district-run schools; and

WHEREAS, there is no prohibition on a public charter school authorizer entering into a voluntary amendment of the chartering agreement; and

WHEREAS, MNPS resolves to enter into chartering agreement negotiations for the sole purpose of adding 5th grade to Purpose Preparatory Academy; and

WHEREAS, both MNPS and Purpose Preparatory Academy would look favorably upon an agreement that included the addition of 5th grade but did not raise the total enrollment capacity of 380 students; and

WHEREAS, Purpose Preparatory Academy would, consistent with their current chartering agreement, be required to offer its newly included 5th grade to all currently enrolled Purpose Preparatory Academy 4th grade students and could not counsel students away from this option; and

WHEREAS, both MNPS and Purpose Preparatory Academy agree that this amendment does not extend the duration of the current agreement in any way.

THEREFORE, BE IT RESOLVED that the MNPS administration is directed to begin contract negotiations with Purpose Preparatory Academy consistent with the language herein.

A RESOLUTION, REGARDING PHYSICAL, MENTAL AND EMOTIONAL SUPPORT FOR
ALL METROPOLITAN NASHVILLE PUBLIC SCHOOL STUDENTS, STAFF, PARENTS,
AND OTHER STAKEHOLDERS REGARDLESS OF GENDER IDENTITY, GENDER
EXPRESSION, OR SEXUAL ORIENTATION

WHEREAS, it is the right of every child, regardless of gender identity, gender expression, or sexual orientation, to access a free public K-12 education, and the District welcomes and supports all students; and

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of gender identity, gender expression, or sexual orientation, can safely access a free public K-12 education; and

WHEREAS, the District recognizes that there are employees and educators who are gay, lesbian, and transgender, and that all employees are valued members of the school community, regardless of their gender identity, gender expression, or sexual orientation; and

WHEREAS, the District recognizes that there are families in our community of diverse background, and the District values all our families, regardless of the family members' gender identity, gender expression, or sexual orientation; and

WHEREAS, Metropolitan Government of Nashville and Davidson County Title VI prohibits discrimination, including discrimination based on gender, gender expression, gender identity, and sexual orientation; and

WHEREAS, U.S. Department of Education has upheld the interpretation of Title IX to protect students from discrimination on the basis of their gender identity; and

WHEREAS, on June 15, 2020 the United States Supreme Court ruled, in the case of Bostock v. Clayton County, that discrimination on the basis of sexual orientation or gender identity is necessarily also discrimination "because of sex" as prohibited by Title VII of the Civil Rights Act of 1964; and

WHEREAS, we recognize creating LGBTQIA+ inclusivity in Metro Nashville Public Schools is not about any single action, and it will not happen with just the passage of a resolution or the change of a policy, but it is about effectuating a paradigm shift through facilitating deeper understanding of sexual and gender diversity, and this requires appropriate communication, professional development, and a commitment from the Board, the District, and all schools - of all

grade levels - to support this shift and commit to moving forward with the resolve to learn and further best practices into the future; and

WHEREAS, systemic transphobia, biphobia, and homophobia push LGBTQIA+ youth out of school and those same systems of oppression may cause long-lasting negative mental health outcomes; and

WHEREAS, Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (“LGBTQ”) students experience high rates of bullying, victimization, and harassment at school on the basis of their actual or perceived sexual orientation or gender identity; and

WHEREAS, this bullying, victimization, and harassment has led to negative educational outcomes for LGBTQ students, including higher rates of dropping out, higher absence rates, and lower postsecondary school aspirations; and

WHEREAS, affirming gender identity and gender expression for youth of all ages is proven to be one of the most effective mental health interventions for supporting transgender youth, gender-expansive youth, and gender-nonconforming youth; and

WHEREAS, MNPS Board policy 5.500 prohibits employee harassment based upon sexual orientation, gender identity, gender expression or appearance, or sex, including sexual harassment; and

WHEREAS, MNPS Board Policy 6.304 qualifies sex, sexual orientation, and gender identity/expression among protected classes in the prohibition of bullying, discrimination, harassment, intimidation, and victimization of students.

THEREFORE, BE IT RESOLVED that the METROPOLITAN NASHVILLE BOARD OF EDUCATION resolves to provide access to resources that are specifically responsive to gender identity, gender expression, and sexual orientation.

FURTHERMORE, the District shall allow students and staff to use requested names and pronouns without requiring a legal name change or medical diagnosis.

FURTHERMORE, the District shall provide equal access to all resources and programs and advocate for access to District facilities that align with the students’ and staff members’ gender expression.

FURTHERMORE, the District shall ensure that all administrators – at all grade levels – are aware of and capable of implementing all existing policies and tools, such as the MNPS Gender Support Plan process, in support of staff and students.

FURTHERMORE, the District shall continue to advocate for LGBTQ people and issues in school curricula and instructional materials, including in health and sex education, inclusive of materials that portray LGBTQ figures in a positive light; the District shall ensure that the curricula include diverse perspectives, especially LGBTQ people of color and issues specific to communities of color.

FURTHERMORE, the District shall distribute this Resolution to District staff, students, and parents using usual means of communication, and the Resolution will be translated into multiple languages spoken by students at home.

FURTHERMORE, District-affiliated contractors having contact with MNPS students shall be notified of this Resolution.



METRO
NASHVILLE
PUBLIC
SCHOOLS

Charter School Application Findings Report

Aventura Community School

Office of Charter Schools:

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, Office of Charter Schools, MNPS

Gwendolyn Shanks, Accountant, Office of Charter Schools, MNPS

Belinda Hardrick, Administrative Assistant, MNPS

Review Team:

Katy Enterline Miller, Director of Talent Management, MNPS

Michelle Doane, Consultant

Rick Caldwell, Exceptional Education Coach, MNPS

Shereka Roby-Grant, Coordinator Priority and Focus Schools, MNPS

Joe Gordon, Ed.D., Coordinator of School Counseling, South, MNPS

Jennifer Berry, Ph.D., Director of STEAM and Science, MNPS

Alyssa Udovitsch, EL Coach, MNPS

James Starron, EL Coach, MNPS

Shavoncia Watts, Ed.D., Secondary Literacy Coordinator, MNPS

Adrienne Useted, Chief Financial Officer, LEAD Public Schools

Diane Denney, Exceptional Education Coach, MNPS

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.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility 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 Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

Evaluation Process

This recommendation report from the Office of Charter Schools is the culmination of the three stages of review:

- Proposal Evaluation – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- Capacity Interview – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants' capacity to implement their proposed program effectively and with fidelity.
- Consensus Conclusion – The evaluation team came to a consensus regarding the rankings for the individual section of the application in the area of academics, operations and finance. These findings are written in a report and presented to the MNPS Board of Education to vote on approval or denial.

Rating Characteristics

- **Meets or Exceeds the Standard-** The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.
- **Partially Meets Standard-** The response meets the criteria in some aspects but lacks sufficient detail and/or requires additional information in one.
- **Does Not Meet Standard-** The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview – Basic summary of the proposed school as presented in the application and capacity interviews

Report findings – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval

Evaluation: Analysis of the proposal is based on four primary areas of plan development:

- **Academic Plan** – Describes the applicant’s model in regard to curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline and logistics (school calendar, daily schedule, etc.).
- **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
- **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll and insurance functions.

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, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

Proposal Overview

Operator/Applicant: Natalie Morosi, Executive Director

School Name – Aventura Community School

Mission and Vision:

Mission:

The mission of Aventura Community School is to inspire deep inquiry and purposeful learning that establish our diverse K-8 community of students as whole-hearted leaders dedicated to creating a more just and peaceful world. Students graduate from Aventura Community School with academic mastery and curiosity, global competence including biliteracy in English and Spanish, and a track record of positive contribution to their community that together ensure they are prepared for success in high school, college, and a meaningful life.

Vision:

Aventura Community School (ACS) will be a dual-language K-8 public charter school with a diverse community of students, educators, and families committed to imagining and creating the best versions of ourselves, our communities, and our planets. The vision for achieving our mission is built around five key elements of our school model:

1. An immersive bilingual learning environment with resulting cognitive, social, and cultural benefits.
2. A Project Based Learning approach incorporating rigorous academics, 21st century skills, and social emotional learning.
3. A curriculum grounded in the Global Competence Framework.
4. A connected and engaged diverse-by-design community.
5. An inspiring professional culture where excellent teachers are supported and empowered to grow as professionals and individuals.

Proposed location:

Option A: 3010 Tuggle Avenue

This is an existing daycare facility with the potential for a phased incubation leasehold. We would plan to occupy the back half of the property (~10,000 sf) during Year 1 and expand to occupy the entire property in year 2 (~20,000 sf). Monthly rent is budgeted at \$12,500/month for 10k sf at \$15/ sf during year 1. This is a promising option that would require minimal cosmetic space improvements, to begin in spring of 2022, as it is already laid out as a school with required spaces including classrooms, small meeting rooms, offices, and a warming kitchen/ dining room.

Option B: Christ Church 15354 Old Hickory Blvd.

This is a large church that also has expansive land space. Church leadership has a long-existing relationship with board member Todd Dickson who explored this location for Valor, and conversations have been reinitiated in developing Aventura's charter application. There could be the potential to occupy existing classrooms in a phased manner similar to that noted above in Option A with a similar cost structure. We would also consider a modular facilities approach on vacant land toward the back of the property. Modular facilities are anticipated at \$55/sf for 12sf in year 1, for a total cost of \$660,000 including installation.

Enrollment Projections (as presented by applicant in the written proposal):

(h) Complete the enrollment summary and anticipated demographics charts below.

NUMBER OF STUDENTS

Grade Level	Year 1 2022	Year 2 2023	Year 3 2024	Year 4 2025	Year 5 2026	At Capacity 2029
K	90*	90	90	90	90	90
1	90	90	90	90	90	90
2		90	90	90	90	90
3			90	90	90	90
4				90	90	90
5					120	120
6						120
7						120
8						120
Totals	180	270	360	450	570	930

*The figure of 90 students per grade level in the Lower School (K-4) reflects three classes with 30 students and two teachers each. At the transition to Middle School (grades 5-8, referred to as Upper School at ACS), there is an entrance opportunity for an additional group of approximately 30 students to achieve 120 at each grade level.

Summary Analysis

The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- ✓ Academic Program Design and Capacity
 - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards
 - Thorough, current research that supports the curriculum and instructional strategies
 - Articulation of a sound rationale for the application
 - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
 - Demonstrated internal alignment including scheduling and calendar
 - Includes sound plans for family and community engagement
 - Describes a school culture that reflects alignment to the school's mission and goals.
 - Describes a sound rationale for selecting the community where the school will locate.
 - Provides an enrollment summary and demographics charts are complete and contain reasonable enrollment projections.

- ✓ Operational Plan and Capacity
 - Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent
 - Presents a thorough and reasonable plan for start-up operations
 - Provides compelling detail on the school's plan for performance management
 - Presents an organizational chart aligned with the leadership and staffing structure
 - Has viable employment practices
 - Articulates clear roles and appropriate responsibilities for governance and management
 - Identifies founding Board members with diverse skills needed to govern effectively
 - Identifies potential facilities and outlines the costs within the financial document
 - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students

- Presents a plan for compliance with all federal and state requirements
- ✓ Financial Plan and Capacity
 - Realistic projections with clear assumptions from start-up through full enrollment
 - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan
 - Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget
 - Sound financial controls to ensure appropriate use of public funds and long-term viability
 - Demonstrated financial planning and management capacity
 - Reasonable and transparent fundraising goals with disclosure of funders.
 - Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Aventura Community School’s written application and capacity interview the review team and the MNPS Office of Charter Schools came to a consensus on the three major components of the application. This report has ratings and explanation of the ratings for each section.

Report Findings

Academic Program Design and Capacity: Partially Meets Standard

Operations Plan and Capacity: Partially Meets Standard

Financial Plan and Capacity: Meets Standard

Academic Program Design and Capacity

Rating: Partially Meets Standard

Summary as Presented in Application: Aventura Community School has been developed as a single-site K-8 charter school that will fill a gap currently available to public-school options in Metropolitan Nashville Public Schools (MNPS) through an intentionally diverse, dual-language, project-based learning program. With the growing immigrant population in our district, including Latinx students representing approximately 30% of MNPS students, a Spanish-English bilingual program will prepare all students with the linguistic skills and cultural competence that they will need to be successful and engaged citizens. ACS intends for our bilingual program to serve as a model demonstrating an alternative, research-supported method for developing both the academic skills and linguistic proficiency of English Learners in our district, with the added benefit of increasing foreign language competency of monolingual English-speaking students. Events of the past year have revealed the importance of understanding and appreciating the diverse perspectives of others and developing the ability to engage in effective and appropriate interactions across cultures, which will be central to the learning program at ACS.

ACS will provide students with a high-quality, purposeful project-based academic program that explores issues of local and global significance with Tennessee Academic Standards as the foundation of all learning activities. Targeted, individualized instructional support paired with opportunities for students to independently direct their learning will develop Aventura students as confident, high-achieving future leaders. Aventura's founding leadership team is made up of long-serving Nashville educators who have firsthand knowledge of the needs of families in our proposed community, as well as their dreams for their children's education. The founding team has demonstrated a commitment to family and community partnerships in developing the vision for Aventura and ensuring that our district is a welcoming and inclusive community for all learners and all families.

Reviewing Team Analysis: The applicant received a ranking of partially meets standard for the academic plan.

The applicant has a detailed mission and vision statement that is aligned with the academic focus of a dual-language diverse K-8 school. ACS has linked their mission and vision statement to six purposes for a charter as identified in T.C.A § 49-13-102.

- Improve learning for all students and close the achievement gap between high and low students
- Provide options for parents to meet educational needs of students
- Encourage the use of different and innovative teaching methods, and provide greater decision-making authority to schools and teachers in exchange for greater responsibility for student performance
- Measure performance of pupils and faculty, and ensure that children have the opportunity to reach proficiency on state academic assessments

- Create new professional opportunities for teachers
- Afford parents substantial meaningful opportunities to participate in the education of their children

Along with their mission and vision statement the proposed school has an academic focus based on the school's five key elements:

- An immersive bilingual learning environment with resulting cognitive, social, and cultural benefits.
- A Project Based Learning approach incorporating rigorous academics, 21st century skills, and social emotional learning
- A curriculum grounded in the Global Competence Framework
- A connected and engaged diverse-by-design community.
- An inspiring professional culture where excellent teachers are supported and empowered to grow as professionals and individuals.

The Tennessee Academic Standards provide the foundation for the Academic Plan and all learning activities at ACS. Academic and non-academic instructional activities are formed by TN Academic Standards, TN Writing Rubrics, TN World Language Standards, ACTFL Proficiency Guidelines, and TN Academic Standards for Mathematical Practices.

The applicant reports that their educators will have the professional authority to adapt curriculum to the needs of their classrooms as well as drawing from high-quality, nationally recognized curriculum resources. The high-quality curriculum that will be used for ACS is listed here:

- EL Education
- PBLWorks
- Summit Learning
- Reading A-Z
- Words their Way
- Units of Study in Writing
- Eureka Math: Engage NY Modules
- Amplify Science
- Global Competence Framework
- Teaching Tolerance Social Justice Standards

The review team acknowledges that if this is executed well, this learning model could demand high cognitive function and strong student engagement to realize success. The applicant is committed to a bi-lingual curriculum to drive this mastery.

The review team recognizes their plan, but it is unclear that their proposed curriculum supports the growth of all students because there was no data or research points provided that confirms that curriculum translated to Spanish improves outcomes for students. There was also a lack of evidence around the support of students who have a language background that is not English or Spanish speaking.

The application also lacked evidence that they are providing appropriate RTI supports and what RTI accountability looks like when RTI is provided appropriately. ACS plans to use a 4-point grading scale with their students. The review team did not see evidence of how their 4-point grading scale is aligned to TN State Board of Education policy or practice.

ACS' academic plan involves global competence that will be assessed at the beginning of year and the end of year. Evidence could not be found in the application that indicated what monitoring of these global competences look like throughout the year.

The applicant will use nationally recognized external assessments with internal assessments that are aligned with their curricular and TN State standards. Some assessments that they will use are the following:

- Fountas & Pinnell
- EL Reading Foundations Assessments
- MAP
- Aimsweb
- TN EOC exams and TNReady

Along with recognizing the importance of national assessments the application addressed the importance of providing diverse learners equitable access to quality instruction to close the achievement gap. The applicant asserts the importance of SPED teachers coordinating direct instruction and inclusion of SPED students as interventionist and modification specialist. ACS stressed the importance of co-teaching and team teaching in providing a staffing approach that will target hiring classroom teachers who are EL and SPED certified in order to meet the needs of diverse learners. They referenced the RTI process and stressed the importance of utilizing a Notice of Concern to notify parents of their child's academic difficulties.

ACS stated that MNPS would identify students with disabilities. However, it would be their responsibility to either hire and/or outsource their own licensed related service providers in order to appropriately evaluate students to ascertain if they have certifying disabilities. While "Child Find" was mentioned, there was no description of its importance, as it is a legal requirement that schools find all children who have disabilities and who may be entitled to special education services. And that it covers every child from birth through age 21, as well of ensuring that the process requires that they must evaluate any child that it either knows or suspects may have a disability. There was no mention of and how disproportionality would specifically be avoided for certain minority students who receive special education services. The review team also did not see any mention of how, or if paraprofessionals will be utilized.

The review team had questions also around how teachers will be paired. What support will be provided to ensure teaming success? The applicant states that adaptation and modification of assignments, assessments, and the classroom environment are provided. The review team would like clarity for their definition of adaptation and modifications. ACS states that they will employ an inclusion model to provide students with appropriate educational services in the least restrictive environment. The review team wanted to see what the next steps would be if the data

shows a student with a disability is not successful in an “inclusion model” The review team needed to know more about their continuum of services.

In conclusion, the review team did not find sufficient evidence to rank the academic section at meets standard, and ranked the academic section as partially meets standard.

Operational Plan and Capacity

Rating: Partially Meets Standard

Summary as Presented in Application: ACS will be governed by a non-profit Board of Directors in accordance with its adopted corporate by laws, which shall be consistent with the terms of this charter. The board shall consist of a minimum of three and a maximum of fifteen community members with a broad range of backgrounds and areas of expertise. ACS seeks board members who have experience in one more of the following areas: education, government, law, business, finance/ accounting, fundraising, facilities, and community outreach, but shall not prohibit interested candidates from serving on the Board if otherwise qualified. ACS currently has eight board members who have varying expertise and are able to offer advice, direction and guidance to the school's leadership and representative bodies.

As a public charter school ACS will be open to all students living in the MNPS district, and will target students in the Cane Ridge, Overton, Antioch, and Glenclyff clusters, which are the school clusters located in the southeast portion of the district. The ideal location for the school will be in the Overton or southern Glenclyff clusters where significant populations of native Spanish-and English-speaking families live in close proximity and can best learn from each other through our dual-language model. Southeast Nashville is celebrated for its rich diversity and for the many community organizations that support learning and engagement across cultural lines in Nashville. A key feature of ACS' project-based approach is community-based projects with these partnering organizations as they work together to address local challenges and positively impact the community. This location also provides optimal transportation access facilitating family engagement and connection with community organizations.

ACS is a diverse-by-design school, so they intentionally do not target one subgroup of students but aim to attract a student body that reflects the racial, socioeconomic, cultural, and linguistic diversity of Southeast Nashville. For their dual-language program, ACS aims to enroll a balance of native speakers of both languages of instruction: 30-50% native English speakers and 30-50% native Spanish speakers, leaving room for students who are native speakers of other minority languages. ACS' believes all students in our city will benefit from developing literacy skills in English and Spanish across the domains of reading, writing, listening, and speaking. When compared with schools across the state and the country, schools in southeast Nashville are achieving low academic performance, results, and there are significant gaps in academic performance and opportunity for subgroups including English learners, economically disadvantaged students, and students with disabilities to grow. Additionally, school districts in Southeast Nashville continue to see increasing enrollment despite steady enrollment districtwide. ACS indicates the need for geographically specific additional high-quality seats in order to serve the growing needs of these communities.

Reviewing Team Analysis: The review team found that the applicant has a strong board of directors that have a variety of experience in education, government, law, business, finance/ accounting, fundraising, facilities, and community outreach.

The applicant describes a timeline for start-up that is very vague. The task in the startup lack specific details and more exact time frames are needed. For instance, the applicant states that

student recruitment formally begins 12 months prior to opening with application launching in Fall 2021. The review team needs more around how this recruitment plan will evolve.

The applicant does not currently have a leasing or contract on a building, but they do have two locations that they are interested in possibly acquiring. The review team has concerns around the backup plan if neither one of these facilities can be secured.

Another concern for the review team is the recruitment and professional development for educators. ACS is proposing to be a dual-language school and will need educators that have dual certification. The recruitment plan to find the number of dual certified teachers needed to run their charter successfully lacks detail and enough evidence that the plan will be successful.

The Operations plan and capacity also addresses the need for transportation. At this time the applicant has not identified a transportation provider so there is no way to confirm if their assumptions around bus transportation are accurate.

Bus transportation is one way for students to arrive. However, students and some families may opt to walk or drive to drop off their scholars. The review team did not find a plan to address these family's needs.

In conclusion, the review team gave an overall ranking of partially meets standard. The applicant submitted an application that has an underdeveloped operations plan that lacks detail.

Financial Plan and Capacity

Rating: Meets Standard

Summary as Presented in Application: The Aventura budget is based on the “slow-growth” model opening the school with only two grades, kindergarten and first, and expanding by one grade per year. This approach ensures the school leadership can focus on the quality of the program implementation the critical first year of operation, while also building grade level mastery with students from the beginning so they do not ever fall behind grade level performance. The enrollment plan reflected in the budget is the single most important factor supporting Aventura’s theory of action.

The second most important factor is the type and number of faculty that will be recruited, hired and retained to deliver the bilingual education model unique to Aventura’s theory of action. They have budgeted \$250/FTE for faculty recruiting, which should be more than sufficient because slow-growth model also keeps the number of new faculty that they will need to recruit each year very manageable. Faculty salaries are competitive and reflect an average experience level of 5 years. Their investment in professional development (\$500/FTE) and emphasis on building a school culture of high expectations and high levels of support will also likely enable them to retain more that 80% of their faculty from year to year.

Review Team Analysis: The review team finds that the financial processes, procedures and audits are well constructed. The start-up budget has reasonable cost expectations, that resulted with \$288,016 positive balance. Estimated revenue was based on funds from the startup grant and other funds. Financial procedures/policies included a separation of duties as well as policies and procedures for financial operations. Contractor procedures are included in various places due to financial operations and duties are being outsourced.

Internal/external experienced stakeholders are visible in ACS application as well as support from a current Valor a current MNPS charter school. Realistic years 0-5 budget estimation are supported in attachment O including an amortization schedule for a proposed SY 2025 30 year \$12m loan for a permanent school.

The budget narrative goes into detail around what services will be outsourced including the explanation of yearly project cost for startup. The first 5 years will result in \$13m estimated fund balance at year five. The financial contingency plan addresses the startup and first year.

In conclusion, the review team has found this applicant to have a strong financial plan that meets or exceeds standard.

AVENTURA COMMUNITY SCHOOL (ACS) - New School Application 22-23SY

ACADEMICS- Partially Meets Standard

- The applicant detailed a mission and vision aligned with the academic focus of a dual-language diverse K-8 school.
- The applicant proposed an intentionally diverse by design community.
- The applicant referenced a curriculum grounded in the Global Competence Framework.
- There was no data or research points provided that confirms that curriculum translated to Spanish improves outcomes for students.
- Lack of evidence in the application around the support of students who have a language background that is not English or Spanish speaking.
- The application lacked evidence that the applicant can provide appropriate RTI (Response to Intervention) supports and what does RTI accountability look like when RTI is provided appropriately.
- The applicant detailed an inspiring professional culture where teachers will be supported and empowered to grow as professionals and individuals.
- The applicant did not address disproportionality and would need to hire their own School Psychologist and not rely on only MNPS to identify students with disabilities.
- The review team also did not see a mention of how, or if paraprofessionals will be utilized or paired to support staff and students during bi-lingual instruction and /or interventions.
- There was a lack of a plan for students who cannot be properly served by the inclusion model in the application to receive the appropriate adaptations and modifications.

OPERATIONS- Partially Meets Standard

- Aventura Community School has proposed a board of directors with a variety of experience in education, government, law, business, finance/ accounting, fundraising, facilities, and community outreach.
- The applicant describes a timeline for start-up task that is very vague and lacks specific details. More exact time frames are needed.
- A robust recruitment plan that supports the mission to recruit bi-lingual students was not found in the application.
- The applicant does not currently have a proposed lease or contract on a building.
- The recruitment and professional development plan to find the number of dual certified teachers needed to run their charter successfully lacks detail and enough evidence that the plan will be successful.
- The applicant did not identify a transportation provider so, there is no way to confirm if their assumptions around bus transportation are accurate. There was no plan to address the need of families who opt to walk, drive, or drop off students.

FINANCIAL-Meets Standard

- Aventura Community School (ACS) budget is based on the “slow-growth” model opening with only two grades, and the review team finds that the financial processes, procedures, and audits are well constructed

AVENTURA COMMUNITY SCHOOL – New School Application 22-23SY

- The financial contingency plan addresses the startup and first year.
- The reported financial procedures/policies in the application included separation of duties as well as policies and procedures for financial operations.
- The financial contingency plan addresses the startup and first year.
- Internal/external experienced stakeholders are visible in ACS’ application as well as support from a current MNPS charter school. (Valor)
- The budget narrative in the application is detailed.

NET FISCAL IMPACT (Maximum Enrollment 930 students)

The projected net fiscal impact (at maximum enrollment) would be **about 4.6M** per year.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

Notes

- The fixed costs are difficult to calculate because of the many people and expenses involved in educating students. Some of the expenses are not needed if the student transfers. Some of the expenses remain.
- Additionally, the fixed costs could change over time.

MNPS projects which schools' students are zoned to attend, but MNPS will not know the specific schools until students enroll.

Aventura Community School Proposed Enrollment

Grade Level	2022-23	2023-24	2024-25	2025-26	2026-27	2029-30
K	90	90	90	90	90	90
1	90	90	90	90	90	90
2		90	90	90	90	90
3			90	90	90	90
4				90	90	90
5					120	120
6						120
7						120
8						120
Totals	180	270	360	450	570	930





METRO
NASHVILLE
PUBLIC
SCHOOLS

Charter School Application Findings Report

Nashville Classical School II

Office of Charter Schools:

Dr. John Thomas, Director, Office of Charter Schools, MNPS

Denise Brown, Coordinator, Office of Charter Schools, MNPS

Gwendolyn Shanks, Accountant, Office of Charter Schools, MNPS

Belinda Hardrick, Administrative Assistant, MNPS

Review Team:

Katy Enterline Miller, Director of Talent Management, MNPS

Michelle Doane, Consultant

Rick Caldwell, Exceptional Education Coach, MNPS

Shereka Roby-Grant, Coordinator Priority and Focus Schools, MNPS

Joe Gordon, Ed.D., Coordinator of School Counseling, South, MNPS

Jennifer Berry, Ph.D., Director of STEAM and Science, MNPS

Alyssa Udovitsch, EL Coach, MNPS

James Starron, EL Coach, MNPS

Shavoncia Watts, Ed.D., Secondary Literacy Coordinator, MNPS

Adrienne Useted, Chief Financial Officer, LEAD Public Schools

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.

Based on a study by the Thomas Fordham Institute and Basis Policy Research, charter schools that exhibit low performance in their first year of operation are less than 1% likely to improve after five (5) years. Therefore, it is the authorizer's responsibility to create and apply a rigorous, fair, and thorough authorization process 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 for New Application Process

The Office of Charter Schools worked closely with the National Association of Charter School Authorizers (NACSA) to create an evaluation process that embodies best practices from authorizers throughout the country and has gained both statewide and national recognition as rigorous, thorough, fair, and impartial.

A core team specifically trained to assess the quality and sustainability of a proposed school reviews each application. In addition, individuals with specific expertise in special education, English Language learners, business and finance, curriculum, facilities, and transportation also review each application to provide the needed expertise in those areas. Finally, the review teams also may include community stakeholders and others who have experience and expertise in specialized areas.

The Office of Charter Schools exercises additional oversight of the process.

This report of findings from the Office of Charter Schools is the culmination of the three stages of review:

- **Proposal Evaluation** – The evaluation team conducted independent and group assessment of the merits of each proposal against the published evaluation criteria.
- **Capacity Interview** – The evaluation team conducted an interview with the applicant group to provide applicants an opportunity to address questions from the written proposal and to evaluate the applicants’ capacity to implement their proposed program effectively and with fidelity.
- **Consensus Conclusion** – The evaluation team came to a consensus regarding the rankings for the individual section of the application in the area of academics, operations and finance. These findings are written in a report and presented to the MNPS Board of Education to vote on approval or denial.

Rating Characteristics

Meets or Exceeds the Standard- The response reflects a thorough understanding of key issues. It clearly aligns with the mission and vision of the school. The response includes specific and accurate information that shows thorough preparation.

Partially Meets Standard- The response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one.

Does Not Meet Standard- The response is significantly incomplete; demonstrates lack of preparation; does not align with the mission and vision of the school; or otherwise raises significant concerns about the viability of the plan or the applicant’s ability to carry it out.

Evaluation Contents

This evaluation report includes the following:

Proposal Overview – Basic summary of the proposed school as presented in the application and capacity interviews.

Report findings – an overall review of application and capacity interviews, based on extensive analysis of all evidence presented by the applicants, regarding whether the proposal meets the criteria for approval.

Evaluation: Analysis of the proposal is based on four primary areas of plan development:

- **Executive Summary-** Provides a comprehensive review of all three major areas of the application with emphasis on the review findings for each area.
- **Academic Plan** – Describes the applicant’s model regarding curriculum and instruction, assessment, working with at-risk and special populations, goals, discipline, and logistics (school calendar, daily schedule, etc.).
- **Operations Plan** – Outlines operational support for the academic program, including staffing and human resources, recruitment and marketing, professional development for teachers, community involvement, and governing board structure and membership.
- **Financial/Business Plan** – Provides budgeting and financial plans to ensure both initial and on-going fiscal compliance, including budget assumptions, transportation, fundraising, payroll, and insurance functions.

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, it is best practice to only approve a charter that receives a rating of **meet or exceed the standard in all three major areas** during the application and capacity interview.

Proposal Overview

Operator/Applicant Charlie Friedman, Executive Director

School Name – Nashville Classical II

Mission and Vision:

Mission:

Nashville Classical Charter School’s mission is to educate K-8 scholars through a classical curriculum and within an achievement- oriented culture, building a strong foundation for academic success and personal excellence in high school, college, and life.

Vision:

The school’s vision defines, focuses, and illustrates the mission. Ultimately, we believe our classical school model is defined by five pillars, which bring the concepts and components of a classical curriculum to life.

- Our school is joyful.
- Our school is safe and structured.
- Our school is rigorous.
- Our school is one diverse, K-8 community.

- Our school puts character F.I.R.S.T.

We define our vision for character by explicitly teaching our F.I.R.S.T. habits. (Focus, Integrity, Resilience, Scholarship, and Team) in daily morning meetings and weekly Social Emotional Learning (S.E.L.) lessons.

Proposed Location: 1015 Davidson Drive, which is the site of the old Brookmeade Elementary School.

Enrollment Projections (as presented by applicant in the written proposal)

Figure 7 - Number of Students over time

Grade Level	Year 1: 2022-2023	Year 2	Year 3	Year 4	Year 5	At Capacity: 2029-2030
K	78	78	78	78	78	78
1	78	78	78	78	78	78
2		74	74	74	74	74
3			70	70	70	70
4				66	66	66
5					60	60
6						58
7						58
8						58
Totals	156	230	300	366	426	600

Original Summary Analysis

The Metropolitan Nashville Public Schools Office of Charter Schools has established itself over the past several years as an authorizer of national prominence, with an application process that is fair, transparent, and aligned with national standards. As a result, our charter sector is one of the strongest in the nation, and we always welcome new and innovative applications that serve our students and families well.

The lens through which our review team evaluates an application is one that looks for innovative instruction that produces high quality academic outcomes for all students, school operations that support those academic outcomes and sustainable fiscal practices that ensure strong financial stability.

A summary of the qualities we have identified as present in a high-quality application is as follows:

- ✓ Academic Program Design and Capacity
 - Detailed, curriculum and instructional strategies that align with the mission, target population, and state standards.

- Thorough, current research that supports the curriculum and instructional strategies.
 - Articulation of a sound rationale for the application
 - Detailed plans for meeting all student needs, including accelerated learners, remediation, special education, and English Language Learners
 - Demonstrated internal alignment including scheduling and calendar.
 - Includes sound plans for family and community engagement.
 - Describes a school culture that reflects alignment to the school’s mission and goals.
 - Describes a sound rationale for selecting the community where the school will locate.
 - Provides an enrollment summary and demographics charts are complete and contain reasonable enrollment projections.
- ✓ Operational Plan and Capacity
- Includes a sound and reasonable plan for staffing that is likely to attract and retain top talent.
 - Presents a thorough and reasonable plan for start-up operations.
 - Provides compelling detail on the school’s plan for performance management.
 - Presents an organizational chart aligned with the leadership and staffing structure.
 - Has viable employment practices.
 - Articulates clear roles and appropriate responsibilities for governance and management.
 - Identifies founding Board members with diverse skills needed to govern effectively.
 - Identifies potential facilities and outlines the costs within the financial document.
 - Outlines a solid transportation plan that is reasonable and equitable to attract a diverse group of students.
 - Presents a plan for compliance with all federal and state requirements.
- ✓ Financial Plan and Capacity
- Realistic projections with clear assumptions from start-up through full enrollment
 - Spending priorities that align with the school’s mission, support the academic program, support the management structure, professional development needs and growth plan.
 - Cash flow projections that align to the MNPS Performance Frameworks and align with the overall budget.
 - Sound financial controls to ensure appropriate use of public funds and long-term viability.
 - Demonstrated financial planning and management capacity.
 - Reasonable and transparent fundraising goals with disclosure of funders.
 - Disclosure of all anticipated loans, gifts, and grants, including letters from funders confirming their investment should the school become approved.

After a thorough review of the Nashville Classical II written application and capacity interview, the review team and the MNPS Office of Charter Schools came to a consensus on the four major components of the application. The report has the ratings and explanation of the ratings for each section.

Section Summaries/Report Findings

Academic Plan: Partially Meets Standard

Operations Plan: Meets Standard

Financial Plan: Meets Standard

Past Performance: Meets Standard

Academic Program Design and Capacity

Rating: Partially Meets Standard

Summary as Presented in Application: Nashville Classical School II submitted an application for a K-8 school to open in the 2022-23 school year. The applicant is an existing operator proposing to replicate an existing school that will be a part of the already established Nashville Classical schools. At capacity, the school will have 600 scholars in grades K-8., with the first year enrolling only 156 scholars in Kindergarten and First Grade. The applicant states that each year, they will grow one grade level. The applicant anticipates that their new location will reflect the same geographic, racial, and economic diversity of the original Nashville Classical School, which is 73.5% that identify as African American, Hispanic, or Native American and 34.4% who identify as economically disadvantaged. The proposed location is 1015 Davidson Drive. If the proposal is accepted, they will be the city's forth public K-8 option that will support MNPS' research on the effectiveness of K-8 models and parent preference for these models.

Original Review Team Analysis: The applicant received a ranking of partially meets standard for the academic plan. The review team could not confidently give a ranking of meets or exceeds standard based on the enrollment summary section 1.2 of the application. The proposed location in the Hillwood cluster isn't home to any charter schools. The Hillwood cluster is currently serving 21 private schools that has an estimated 6,000 elementary and middle school students. Because there is not a robust detailed recruitment strategy for families already choosing private schools in the area, the review team is not confident that the enrollment trend in the current location will transfer over to the new location. The proposed applicant anticipates that the majority of families will come from the Hillwood and White's Creek clusters with some families coming from the Pearl-Cohn and Glencliff clusters. The applicant has proposed to have centralized pick-up locations to support with transportation, at no cost to the families, at Andrew Jackson Courts, Cheatam Place, Edgehill Apartments, Preston Taylor Apartments, Vine Hill Apartments, and John Henry Hale apartments. The review team also determined that pulling from the Whites Creek cluster may not equate or guarantee enrollment for Nashville Classical II. The Whites Creek cluster has suffered from low student enrollment for many years which has resulted in school closures for two schools within this cluster.

The review team finds that there are no low performing schools in the network. In 2019, the current model, Nashville Classical, had an overall success rate of 57.4%, as compared to the State at 36.4% and MNPS at 26.4%. That same year, Nashville Classical was deemed a Reward school.

When compared to the 87 high poverty elementary schools in Davidson County, Nashville Classical ranks 1st with their academic success rate. The Review team was able to unanimously agree that the current location and model has been successful in the Stratford cluster.

Additionally, the traditional school families in the Hillwood cluster have several schools that are in good academic standing: Gower Elementary School, Harpeth Valley Elementary School, Charlotte Park Elementary School, and H.G. Hill Middle School. The review team came to a consensus that the Nashville Classical model has been a successful charter model at the 2000 Greenwood Avenue location in the Stratford cluster, and their current model has enrolled scholars from 26 zip codes.

The review team does acknowledge that the current Nashville Classical school “reported” that it has a large waitlist of students. However, no identified waitlist was submitted in the application or during the capacity interview. The Review team cannot ensure that the “reported” robust waitlist will translate into enrolled seats at the proposed location, since the “reported” waitlist is for students at the current location which is in the Stratford Cluster.

The review team is also aware that if enrollment trends in the Hillwood cluster stay consistent in the 2029-30 school year, one elementary school, Charlotte Park Elementary, will be at 100% capacity, and five others, Gower Elementary School, West Meade Elementary School, Harpeth Valley Elementary School, Alex Green Elementary School and Cumberland Elementary School will be at 90-98% capacity. However, these capacity trends are several years away. The Review Team could not come to a consensus that this warrants a new charter school, in this area, at this time.

In conclusion, the review team did not find sufficient evidence to rank the academic section at meets standard, and ranked the academic section as partially meets standard.

Operational Plan and Capacity

Rating: Meets Standards

Summary as Presented in Application: Over the next five years, Nashville Classical's strategic vision is to expand its impact, achieve absolute excellence, and build intentionally integrated communities. As part of this vision, Nashville Classical has proposed to open two additional K-8 schools over the next five years, replicating its current campus and model. One school, Nashville Classical II, will open in 2022-2023 and is proposed in this application. The third school, Nashville Classical III, will open in 2024-2025 and will be proposed in February 2023. As a result of this plan, Nashville Classical will triple the number of students it serves, reporting that they can dramatically increase the number of third grade students who achieve grade level targets in ELA and the number of students enrolled in racially and economically diverse schools.

Nashville Classical has not identified a neighborhood or location for Nashville Classical III and hopes to partner with MNPS, Metro Government, and the state of Tennessee to identify a location in Davidson County. Nashville Classical will use a mixture of criteria to identify both internal capacities, the external demand, and the need in a community for future schools.

Original Review Team Analysis: The applicant received a ranking of meets standard for the operational plan. The applicant indicated that their top priority is to serve more students, have more disadvantaged students to perform at high levels, and they hope to partner with the district in the strategic investment and growth in communities. They intentionally developed a five-year strategic plan to replicate the current campus and model to ensure that they can build out the central office while maintaining performance at the flagship and potential opening of Nashville Classical II and Nashville Classical III. They have built internal talent pipelines so that they can ensure they have the staffing capacity to execute on their growth plan. Ultimately, Nashville Classical detailed the four challenges to monitor as it prepares for growth and replication. They are talent/human capital, student achievement, school culture, and facilities. To mitigate these challenges, Nashville Classical outlined the following steps in addition to the internal leadership pipeline: external leadership sourcing, use of weekly surveys, the new teacher project's insight survey, working groups, professional development, strategic planning and the use of data to measure the effects of new programs, incentivize teachers to join the staff of new campuses or take on difficult staff roles, having all schools use the same curricula and lesson plans developed by teachers, and prioritizing a safe and orderly environment.

They propose to open Nashville Classical II and Nashville Classical III within two years. They identified in the application that they want to share this upfront with MNPS so that there is transparency in their future planning, as well as to see how the school and MNPS might partner. However, this means they would apply for a third school, immediately, after opening the proposed second school, which causes some concern to arise about capacity and timing.

Although the timing is a concern, there is evidence of organizational capacity and clear processes that can be executed and have been executed at the flagship location. Additionally, Nashville Classical has begun a search for a Senior Director of Growth, Strategy, and Operations and

central office staff will be developed to support expansion efforts. The applicant has not currently disclosed the location of their central office but will provide details once the location is secured.

In conclusion, the review team gave an overall ranking of meets standard. The applicant submitted an application that has a clear operations plan that supports their plan to replicate their current model, Nashville Classical.

Financial Plan and Capacity

Rating: Meets Standard

Summary as Presented in Application: Nashville Classical Charter School, the only school in operation, is in good fiscal standing and has never been in bankruptcy or on fiscal probation. The applicant assumes that the “Network,” the Terra Firma, will operate on sustainable, public funds as the school achieves scale.

Original Review Team Analysis: In order to achieve scale, the Terra Firma will require donations and fundraising. The applicant is confident in its ability to generate these funds. Nashville Classical has increased its fund balance from \$600K in fiscal year 2016 to more than \$4 million projected fund balance in fiscal year 2021. This increase reflects annual donations of \$1M for the past three years.

Over the next five years, Nashville Classical anticipates it will need to raise approximately \$1.3M to fuel the growth of its network. This is in alignment based on previous budget trends and annual donations.

The applicant has reasonable assumptions in their budget around:

- Salaries
- Benefits
- Insurance
- Retirement
- Federal revenues
- Contracted services
- Supplies including student laptops 1:1
- Facilities (non-rent)
- 10% CMO fee
- Fund balance
- Central office expenses & staffing

The applicant has budgeted for the receipt of one grant, from the Walton Family Foundation (WFF). The total amount of this grant is \$325,000. The applicant’s original location received a grant from WFF upon its first approval in 2013 they again received the grant to launch its “middle school” in 2018-2019. Upon authorization, they will apply for this grant. If the grant funding is not approved, they will use additional funding from their current fund balance. A variety of private foundations have expressed interest in supporting Nashville Classical’s work, including local and national foundations, such as the Louis Calder Foundation, the Scarlett Family Foundation, the City Fund, the Joe C. Davis Foundation, and the Anne Potter Wilson Foundation. While donations from these organizations are not included in their budget, based on past awards Nashville Classical believes that they are prepared to support innovation at Nashville Classical II and prepared to support the school if there are disruptions to the funding streams. Nashville Classical II can provide letters from these funders upon request. Additionally, the

current 9-member Board of Directors has committed to donate or fundraise \$60,000 per year. For Nashville Classical, their board has raised a minimum of 100,000 each year since opening in 2013.

In conclusion, the review team has found this applicant to have a strong financial plan that meets or exceeds standard.

Past Performance

Rating: Meets Standard

Summary as Presented in Application: Nashville Classical opened on July 31, 2013, with one grade, kindergarten, and was the only charter school unanimously approved by the Metropolitan Board of Education the previous year, 2012. The school's educational program was designed using the concepts of a Classical Education, the components of a Classical School, and the core elements of successful charter schools across the country. These include a unique curriculum, a focus on literacy, instructional design, and school culture.

Original Review Team Analysis: The review team finds that there are no low performing schools in the network. In 2019, the current model, Nashville Classical, had an overall success rate of 57.4%, as compared to the State at 36.4% and MNPS at 26.4%. That same year, Nashville Classical, was a Reward school.

When compared to the 87 high poverty elementary schools in Davidson County, Nashville Classical ranks 1st with their academic success rate. The Review team was able to unanimously agree that the current location and model has been successful in the Stratford cluster.

Nashville Classical currently provides a high quality, college preparatory, classically influenced curriculum. This unique curriculum empowers and trains teachers to focus on sequential knowledge, provides a balanced, rich, and unique focus on literacy, prepares students in foundational and advanced mathematics, builds core knowledge in the physical and social sciences, develops curriculum in alignment with classical principles and the Common Core, and creates vertical and horizontal alignment in every subject from grades K-8.

The curriculum also provides a Unique Focus on Literacy. This unique focus on literacy includes Balanced literacy blocks addressing acquisition, comprehension and writing, curricula targeted to build specific literacy skills, access to Great Books within a variety of settings, Individualized, computer-based adaptive literacy instruction, study of the classical roots of the English language, providing systematic study and explosion of vocabulary.

Since 2016 the existing school has doubled the district's average proficiency in both reading and math.

Nashville Classical has had consistent clean audits since operation, and is in good standing in academics, operations, and finance.

In conclusion, we find that the applicant is at meets standard in the past performance section.

NASHVILLE CLASSICAL CHARTER SCHOOL II (NCCS II)- Replication Application 22-23SY

ACADEMICS- Partially Meets Standard

- The applicant reported they will continue to emphasize both academics and social emotional development, as well as a focus on restorative practices and family engagement.
- The review team expressed concerns for the description of the rationale for selecting the community where the school will be located. The proposed location, at 1015 Davidson Drive, is in the Hillwood Cluster which isn't home to any charter schools. However, the cluster currently serves 21 private schools, and MNPS has several schools in the Hillwood cluster that are currently in good academic standing (Gower, Harpeth Valley, Charlotte Park, and H. G. Hill).
- There was no detailed recruitment strategy for families already choosing other school options in the proposed school area, so the review team was not confident that the enrollment trend in the current location (Stratford Cluster) would transfer to the new location.
- The review team was concerned that the applicant proposed and anticipated that the majority of families for the proposed school will come from Clusters who are already experiencing enrollment challenges.
- The review team does acknowledge that the current Nashville Classical school reported that it has a waitlist of students. However, no identified waitlist was submitted in the application or during the capacity interview. The review team cannot ensure that the reported waitlist will translate into enrolled seats at the proposed location since, the waitlist is for students which are in another cluster.
- The applicant reported they will continue to emphasize both academics and social emotional development, as well as a focus on restorative practices and family engagement.

OPERATIONS- Meets Standard

- Review of the 2014-2019 Operational Framework finds that Nashville Classical Charter School exceeded all organizational standards each year.
- The applicant provides a detailed strategic vision for the network that includes a robust five-year network growth plan.
- Although the review team had some concerns about the timing of a proposed opening of a second and third school within two years in the growth plan, the review team came to a consensus that there is evidence of organizational capacity and clear processes that can be executed and have been executed at the flagship location.
- The application adequately described an internal talent pipeline to continue to secure and evaluate highly effective teachers/leaders and how educators will be trained in data analysis and action planning.
- The applicant reported the immediate search for a Senior Director of Growth, Strategy, and Operations to support expansion efforts is currently underway.

FINANCIAL-Meets Standard

- Review of the 2014-2019 Financial Framework finds that Nashville Classical Charter School (NCCS) consistently exceeded financial standards each year.
- Nashville Classical Charter School reported a budgeting and fiscal management process that includes the development of the budget each year and monthly monitoring.
- The budget relies on anticipated enrollment and public funding.
- Nashville Classical Charter School has increased its fund balance from 600K in fiscal year 2016 to more than 4M projected fund balance in fiscal year 2021. This increase reflects annual donations of 1M for the past 3 years.

- Based on previous budget trends and annual donations, NCCS, anticipates it will need to raise approximately 1.3M to fuel the network growth.
- No major findings reported on the financial report each year.

PAST PERFORMANCE- Meets Standard

- 2014-2019 Academic Framework finds that Nashville Classical Charter School met standards around comparative performance and the overall academic performance framework, and there are no low performing schools in the network.
- In 2019, Nashville Classical Charter School was deemed a Reward school and had an overall success rate of 57.4%.
- Since 2016, Nashville Classical Charter School doubled proficiency averages in reading and math
- Nashville Classical Charter School has had consistent clean audits and is in good standing in academics, operations, and finance.

NET FISCAL IMPACT (Maximum Enrollment/600 students)

The projected net fiscal impact (at maximum enrollment) would be about **2.6M per year**.

- Charter schools receive 100% of the per pupil state and local revenue.
- Fixed costs remain even though 100% of the revenue transfers.
- MNPS uses the difference between the per pupil charter school transfer and the per pupil student-based budget amount as a proxy for the fixed costs of the district.

Notes

- The fixed costs are difficult to calculate because of the many people and expenses involved in educating students. Some of the expenses are not needed if the student transfers. Some of the expenses remain.
- Additionally, the fixed costs could change over time.
- MNPS projects which schools' students are zoned to attend, but MNPS will not know the specific schools until students enroll.

Nashville Classical Charter School II Proposed Enrollment

Grade Level	2022-23	2023-24	2024-25	2025-26	2026-27	2029-30
K	78	78	78	78	78	78
1	78	78	78	78	78	78
2		74	74	74	74	74
3			70	70	70	70
4				66	66	66
5					60	60
6						58
7						58
8						58
Totals	156	230	300	366	426	600





Charter School Review Team Findings

New Charter School Applications School Year 2022-23

The Office of Charter Schools

School Board Meeting
April 27, 2021

Office of Charter Schools

-Monitors charter school compliance with laws, policies, and contractual obligations.

-Reports charter school performance in academics, operations and finance based on the School Performance Framework (SPF).

-Primary responsibility is to facilitate the authorization process by presenting the review team's evidence/findings to the Board of Education for:

1. **new applications,**
2. renewal applications, and
3. amendments to existing applications.

-As of school year 2020-21, there are 27 charter schools operating in MNPS.



New Applications

TCA 49-13-116

State law and regulation require the Tennessee Department of Education to provide a “standard application format” and scoring criteria addressing the elements of the charter school application.

Objective

- Metropolitan Nashville Board of Public Education consider the review team's findings on the two applications for new charter schools and whether each should be approved or denied.
 - State law requires each charter application must be considered and voted on separately.

School Year 2022-23 Applicants

1. Aventura Community School (**New School**)
2. Nashville Classical Charter School II (**New School that Replicates Existing Model**)



Review Team Charter Application Evaluations

All applications are evaluated by the review team according to the overall capacity of the sponsor/applicant in the following areas:

- I. the quality of the academic plan, and
- II. the quality of the financial management/business plan, and
- III. the quality of the operational plan



Rating Characteristics

Meets the Standard

- Response reflects a thorough understanding of key issues and aligns with the mission and vision of the school. Reflects thorough preparation and presents a clear, realistic picture of how the school/applicant will operate at a high level and inspire confidence to carry out an effective plan.

Partially Meets Standard

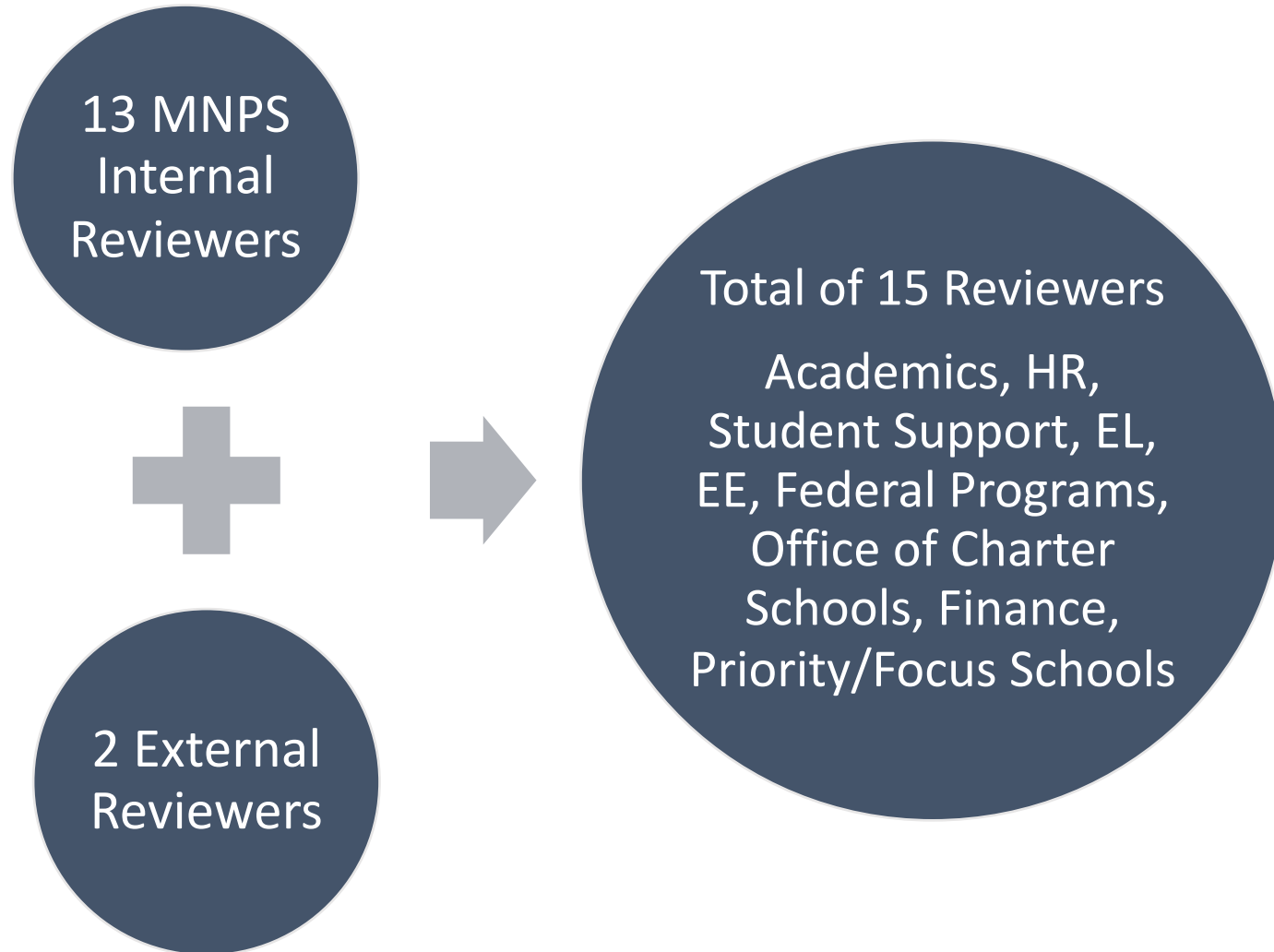
- Response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

Does Not Meet Standard

- Response has substantial gaps in several areas, and the review team has no confidence the applicant can deliver a high-quality educational option to the students in Metro Nashville.



New Application Review Team for School Year 2022-23



If the application is approved:

- MNPS and the applicant will enter into a chartering agreement

If the application is denied:

- The sponsor/applicant will have 30 days to resubmit an amended application to MNPS/Office of Charter Schools





METRO
NASHVILLE
PUBLIC
SCHOOLS

Aventura Community School

New Start Applicant School Year 2022-23

Maximum Enrollment of 930 students
Kindergarten through 8th Grade

Aventura Community School K-8

Academic Plan

Rating: Partially Meets Standard

- There was a lack of thorough, current research that supports the curriculum and instructional strategies.
- The application lacked detailed plans for meeting all student needs, including remediation, special education, and English Language Learners.



Aventura Community School K-8

Operations Plan

Rating: Partially Meets Standard

- The applicant did not include a sound and reasonable plan for staffing that is likely to recruit dual-certified teachers needed to staff the school.
- The applicant did not present a thorough and reasonable plan for startup operations with specific details and exact time frames.
- The applicant identified a potential facility but does not currently have a proposed lease or contract on a building.
- The applicant lacked an outlined, solid transportation plan that is equitable to attract a diverse group of students.



Aventura Community School K-8

Financial Plan

Rating: Meets Standard

- The applicant identified spending priorities that align with the school's mission, support the academic program, and support the management structure.
- The applicant demonstrated financial planning and management capacity.



Aventura Community School

K-8

Potential Budget and Fiscal Impact

Net Fiscal Impact (Maximum Enrollment 930 students)

The projected net fiscal impact (**at maximum enrollment**) would be about **\$4.6M** per year.

- Charter schools receive 100% of the per-pupil state and local revenue.
- Fixed costs remain, even though 100% of the revenue transfers.
- MNPS uses the difference between the per-pupil charter school transfer and the per-pupil student-based budget amount as a proxy for the fixed costs of the district.

Notes

- The fixed costs are difficult to calculate because of the many people and expenses involved in educating students. Some of the expenses are not needed if the student transfers. Some of the expenses remain.
- Additionally, the fixed costs could change over time.
- MNPS projects which schools' students are zoned to attend, but MNPS will not know the specific schools until students enroll.



Findings for Board Consideration

After a thorough review of the application and based on the State Evaluation Rubric, the review team has determined the following for **Aventura Community School**:

Review Team findings	Meets	Partially Meets	Does Not Meet	N/A
<u>Academics:</u>		✘		
<u>Operations:</u>		✘		
<u>Finances:</u>	✘			
<u>Past Performance:</u>				✘





METRO
NASHVILLE
PUBLIC
SCHOOLS

Nashville Classical School II

Existing Operator in Tennessee

Application for a New School that
Replicates Existing Model

School Year 2022-23

Maximum Enrollment of 600 students
Kindergarten through 8th Grade

Nashville Classical Charter School II

K-8

Academic Plan

Rating: Partially Meets Standard

- The applicant detailed curriculum and instructional strategies that align with the mission, target population, and state standards.
- The review team expressed concerns about the description of the rationale for selecting the community where the school will be located, as well as the applicant's student recruitment plan.



Nashville Classical Charter School II

K-8

Operations Plan

Rating: Meets Standard

- Review of the 2014-2019 Operational Framework finds that Nashville Classical Charter School exceeded all organizational standards each year.
- The applicant articulates clear roles and appropriate responsibilities for governance and management.



Nashville Classical Charter School II

K-8

Financial Plan

Rating: Meets Standard

- The applicant identifies financial procedures, policies, systems, and processes for accounting, payroll, and independent annual audits.
- The applicant's budget narrative clearly explains and supports all revenue and cost assumptions.



Nashville Classical Charter School II

K-8

Past Performance

Rating: Meets Standard

The organization is currently in good standing, and there have been no revocations, non-renewals, or financial, organizational, or academic deficiencies.



Nashville Classical Charter School II

K-8

Potential Budget and Fiscal Impact

Net Fiscal Impact (Maximum Enrollment 600 students)

The projected net fiscal impact (**at maximum enrollment**) would be about **\$2.6M** per year.

- Charter schools receive 100% of the per-pupil state and local revenue.
- Fixed costs remain, even though 100% of the revenue transfers.
- MNPS uses the difference between the per-pupil charter school transfer and the per-pupil student-based budget amount as a proxy for the fixed costs of the district.

Notes

- The fixed costs are difficult to calculate because of the many people and expenses involved in educating students. Some of the expenses are not needed if the student transfers. Some of the expenses remain.
- Additionally, the fixed costs could change over time.
- MNPS projects which schools' students are zoned to attend, but MNPS will not know the specific schools until students enroll.



Findings for Board Consideration

After a thorough review of the application and based on the State Evaluation Rubric, the review team has determined the following for **Nashville Classical Charter School II**:

Review Team findings	Meets	Partially Meets	Does Not Meet	N/A
<u>Academics:</u>		✘		
<u>Operations:</u>	✘			
<u>Finances:</u>	✘			
<u>Past Performance:</u>	✘			



Next Steps

Office of Charter Schools Action:

- Notify each school of the board's decision on April 28, 2021.



**Metropolitan Nashville Public Schools
Sales Tax Collections
As of April 20, 2021**

General Purpose Fund

MONTH	2020-2021 Projection	TOTAL 2020-2021 COLLECTIONS	\$ Change For Month - FY21 Projection	% Change For Month - FY21 Projection	% Increase / Decrease Year To-Date
September	\$10,442,535.28	\$16,063,940.60	\$5,621,405.32	34.99%	34.99%
October	15,728,349.66	17,319,356.16	1,591,006.50	9.19%	21.60%
November	16,130,860.78	18,439,547.58	2,308,686.80	12.52%	18.37%
December	16,817,893.12	19,337,618.23	2,519,725.11	13.03%	16.92%
January	15,566,275.66	18,621,880.27	3,055,604.61	16.41%	16.81%
February	21,347,760.76	26,271,718.18	4,923,957.42	18.74%	17.25%
March	14,841,021.36	18,389,095.77	3,548,074.41	19.29%	17.53%
April	13,731,993.19	16,435,253.89	2,703,260.70	16.45%	17.41%
May	14,800,895.31				
June	11,832,832.92				
July	12,549,430.43				
August	14,571,551.53				
TOTAL	\$178,361,400.00	\$150,878,410.68	\$26,271,720.87		17.41%

Debt Service Fund

MONTH	2020-2021 Projection	TOTAL 2020-2021 COLLECTIONS	\$ Change For Month - FY21 Projection	% Change For Month - FY21 Projection	% Increase / Decrease Year To-Date
September	\$2,937,010.78	\$4,480,242.54	\$1,543,231.76	34.45%	34.45%
October	4,119,856.66	4,830,378.68	710,522.02	14.71%	55.75%
November	4,235,529.35	5,142,800.73	907,271.38	17.64%	70.70%
December	4,184,356.08	5,393,273.17	1,208,917.09	22.42%	78.92%
January	4,105,799.46	5,193,653.43	1,087,853.97	20.95%	83.60%
February	5,053,412.87	7,327,197.75	2,273,784.88	31.03%	84.39%
March	3,689,870.75	5,128,729.69	1,438,858.94	28.05%	90.16%
April	3,706,814.34	4,583,802.04	876,987.70	19.13%	91.19%
May	4,477,693.06				
June	4,298,994.80				
July	4,420,888.47				
August	4,514,873.37				
TOTAL	\$49,745,100.00	\$42,080,078.03	\$10,047,427.74		23.88%