



## AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – July 13, 2021 – 5:00 p.m.

**Christiane Buggs, Chair**

I. CONVENE and ACTION

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

II. PUBLIC PARTICIPATION

The Board will hear from those persons who have requested to appear at this Board meeting. In the interest of time, speakers are requested to limit remarks to three minutes or less. Comments will be timed.

III. GOVERNANCE ISSUES- OUR ORGANIZATION

- A. Actions
  - 1. Consent
    - a. Approval of Minutes - 06/22/2021 - Minutes
    - b. Recommended Approval of Request #13 for Purchase of Playground Equipment and Installation (Alex Green Elementary School ADA Accommodation) – Playworld Preferred
    - c. Awarding of Purchases and Contracts
      - 1. American Paper & Twine
      - 2. Barge Design Solutions, Inc.
      - 3. Blick Art Materials, LLC
      - 4. Cameron College Prep, Nonprofit, LLC (LEAD)
      - 5. CDW Government, Inc. (2 contracts)
      - 6. East End Prep (Martha O’ Bryan)
      - 7. Follett School Solutions
      - 8. Great Minds
      - 9. JJCA
      - 10. Liberty Collegiate Academy (Republic)
      - 11. Metropolitan Nashville Education Association
      - 12. Metropolitan Nashville Police Department
      - 13. Nashville Prep (Republic)
      - 14. Nearpod, Inc.
      - 15. Noser Consulting, LLC
      - 16. PowerSchool Group, LLC
      - 17. Quality Vending Services

Metropolitan Board of Public Education

Agenda

July 13, 2021

18. S&ME, Inc.
19. Sherwood Holdings I, Inc. dba Shutterfly  
Lifetouch, LLC
20. Sun Ridge Systems, Inc.
21. TriStar Mechanical, LLC
22. TTL, Inc.
23. Vanderbilt University Medical Center &  
Meharry Medical College

d. Policy 4.205 Enrollment in Advanced Courses

2. Charter School Amended Applications

- Aventura Community School
- Nashville Classical School II

IV. REPORTS

A. Director's Report

V. ANNOUNCEMENTS

VI. ADJOURNMENT

**METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –**  
June 22, 2021

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

**Members Absent:** Fran Bush

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 Chris Henson, Chief Operating Officer.

**AWARDS OF RECOGNITIONS**

- A. Elementary School Chess Bee Winners – Dr. Battle and the Board Recognized the Elementary School Chess Bee Winners.

**GOVERNANCE ISSUES**

- A. 1. Consent
  - a. **Approval of Minutes - 05/25/2021 – Meeting**
  - b. **Awarding of Purchases and Contracts**
    - 1. **Allegis Group Holdings dba TekSystems**
    - 2. **Apple, Inc.**
    - 3. **AVID Center**
    - 4. **Backfield in Motion**
    - 5. **BG Staffing, LLC dba Zycron**
    - 6. **BlueWonder Creative, LLC**
    - 7. **Boys & Girls Clubs of Middle Tennessee**
    - 8. **Catapult Learning, LLC**

- 9. Cogent Infotech Corporation**
- ~~**10. Curriculum Associates, LLC**~~
- 11. Enghouse Interactive, Inc.**
- 12. Four Seasons, Inc.**
- 13. Harvey Nash, Inc.**
- 14. Hermitage Hall**
- 15. Internal Data Resources, Inc.**
- ~~**16. Lexia Learning Systems, LLC**~~
- 17. Microsoft Corporation**
- 18. Nashville Chamber Public Benefit Foundation**
- 19. NCS Pearson, Inc.**
- 20. Oasis Center**
- 21. Oliver Little Gipson Engineering, Inc.**
- 22. Orion Building Corporation**
- 23. Public Consulting Group, Inc.**
- 24. School Specialty, LLC**
- 25. Sigman and Summerfield Associates, Inc.**
- 26. Sown to Grow, Inc.**
- 27. Standing Tall Music City**
- 28. The Metropolitan Transit Authority (MTA)**
- 29. Total Mechanical Solutions**
- 30. Voyager Sopris Learning, Inc. (2 Contracts)**
- 31. Wilson Language Training Corporation**
- 32. Youth Opportunity Investments, LLC**
- 33. Youth Villages**
- c. 2020-2021 Budget Proposed Amendment #2**
- d. Student Handbook**
- e. FY22 Consolidated Application for IDEA/ESEA School Year 2021-22**

**Rachael Anne Elrod pulled A-1-b-(10) Curriculum Associates, LLC and A-1-b-(16.) Lexia Learning Systems LLC**

**Motion to approve consent agenda  
By Sharon Gentry, seconded Rachael Anne Elrod  
Motion Passes  
Vote: 8-0**

**Motion to approve A-1-b-(10) Curriculum  
Associates, LLC and A-1-b-(16.) Lexia Learning  
Systems LLC  
By Rachael Anne Elrod, seconded Sharon Gentry  
Motion Passes  
Vote: 8-0**

## **2. Fiscal Year 2021-2022 Operating Budget - Revised**

**Motion to approve the Fiscal Year 2021-2022  
Operating Budget – Revised.  
Systems LLC  
By Rachael Anne Elrod, seconded Sharon Gentry  
Motion Passes  
Vote: 8-0**

### **DIRECTOR'S REPORT**

- A. Director's Report – Dr. Battle presented a report on the Promising Scholars Program.

### **WRITTEN INFORMATION TO THE BOARD**

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

**Ms. Buggs adjourned the meeting at 5:39 p.m.**



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Chris M. Henson  
Board Secretary

Christiane Buggs  
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. RECOMMENDED APPROVAL OF REQUEST #13 FOR PURCHASE OF PLAYGROUND EQUIPMENT AND INSTALLATION (ALEX GREEN ELEMENTARY SCHOOL ADA ACCOMMODATION) – PLAYWORLD PREFERRED

We are requesting approval to issue a purchase order for ground level play components, surfacing, and installation at Alex Green Elementary School in the amount of \$47,207.57.

It is recommended that this request be approved.

Legality approved by Metro Department of Law.

FUNDING: 45119.80419119

DATE: July 13, 2021

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: American Paper & Twine

SERVICE/GOODS (SOW): Provision of disposable trays to serve student meals.

SOURCING METHOD: Emergency Purchase

TERM: Immediate Purchase

FOR WHOM: All MNPS students

COMPENSATION: Total compensation for this purchase is not to exceed \$150,000.

OVERSIGHT: Nutrition Services

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Purchase Order number pending Board approval

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Barge Design Solutions, Inc.

SERVICE/GOODS (SOW): Provision of Land Surveying.

SOURCING METHOD: RFQ 121233

TERM: July 14, 2021 through July 13, 2026

FOR WHOM: Facility Planning & Construction

COMPENSATION: Total compensation for this contract is not to exceed \$2,500,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7515432

SOURCE OF FUNDS: Capital Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Blick Art Materials LLC

SERVICE/GOODS (SOW): Contract is for Art materials.

SOURCING METHOD: Buy Board 573-18

TERM: July 14, 2021 through October 31, 2021

FOR WHOM: All MNPS staff and students

COMPENSATION: Total compensation for this purchase will not exceed \$40,000.

OVERSIGHT: Procurement

EVALUATION: Quality of goods provided

MBPE CONTRACT NUMBER: 7487681

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Cameron College Prep, Nonprofit LLC (LEAD)

SERVICE/GOODS (SOW): Contract is for a Charter School Lease Agreement.

SOURCING METHOD: Negotiated Services

TERM: July 14, 2021 through June 30, 2031

FOR WHOM: Cameron College Prep, Nonprofit LLC students and staff

COMPENSATION: Lease payments will be made in accordance with Section 5 of the Lease Agreement.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Maintenance of facility as well as prompt payment.

MBPE CONTRACT NUMBER: 7515297

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: CDW Government, Inc.

SERVICE/GOODS (SOW): Phone device licenses for Microsoft TEAMS Common Area Phones, paging system connection devices, and other conversion hardware/licensing.

SOURCING METHOD: Sourcewell Cooperative

TERM: July 14, 2021 through July 14, 2022

FOR WHOM: For MNPS students, staff and public

COMPENSATION: Total compensation for this purchase is \$111,000.

OVERSIGHT: Technology Services

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Sourcewell 081419 - CDW

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: CDW Government, Inc.

SERVICE/GOODS (SOW): Commvault data backup system licensing / capacity expansion for on-premises and cloud storage services.

SOURCING METHOD: Sourcewell Cooperative, 081419 – CDW

TERM: July 14, 2021 through July 14, 2022

FOR WHOM: MNPS students, staff, and public

COMPENSATION: Total compensation for this purchase is \$46,275.

OVERSIGHT: Technology Services

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Purchase Order number pending Board approval.

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: East End Prep (Martha O'Bryan)

SERVICE/GOODS (SOW): Contract is for a Charter School Lease Agreement.

SOURCING METHOD: Negotiated Services

TERM: July 14, 2021 through June 30, 2031

FOR WHOM: East End Prep students and staff

COMPENSATION: Lease payments will be made in accordance with Section 5 of the Lease Agreement.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Maintenance of facility as well as prompt payment.

MBPE CONTRACT NUMBER: 7515596

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Follett School Solutions

SERVICE/GOODS (SOW): Contract is for various consumable materials for students in instrumental music courses in middle and high school.

SOURCING METHOD: Buy Board 609-20

TERM: July 14, 2021 through June 30, 2024

FOR WHOM: Teachers and students in music courses

COMPENSATION: Total compensation for this purchase will not exceed \$255,000.

OVERSIGHT: Curriculum & Instruction

EVALUATION: Quality of goods provided

MBPE CONTRACT NUMBER: Purchase Order number pending Board approval

SOURCE OF FUNDS: Federal - ESSER 2

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: Great Minds BPC

SERVICE/GOODS (SOW): Contract is for the provision of Eureka Math supplemental materials for MNPS Schools of Innovation.

SOURCING METHOD: Sole Source

TERM: July 14, 2021 through June 30, 2023

FOR WHOM: Students in the Schools of Innovation

COMPENSATION: Contractor shall be paid in accordance with Exhibit A of the contract.

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

OVERSIGHT: Schools of Innovation

EVALUATION: Based on the quality and timeliness of the deliverables provided.

MBPE CONTRACT NUMBER: 7515206

SOURCE OF FUNDS: Various School-Based Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: JJCA

SERVICE/GOODS (SOW): Provision of Architectural Services for a New Middle School in the Cane Ridge Cluster.

SOURCING METHOD: RFQ 118229

TERM: July 14, 2021 through Project Completion

FOR WHOM: MNPS students in the Cane Ridge Cluster

COMPENSATION: Total compensation for this contract is not to exceed \$2,934,914.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7515012

SOURCE OF FUNDS: Capital Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Liberty Collegiate Academy (Republic)

SERVICE/GOODS (SOW): Contract is for a Charter School Lease Agreement.

SOURCING METHOD: Negotiated Services

TERM: July 14, 2021 through June 30, 2031

FOR WHOM: Liberty Collegiate Academy students and staff

COMPENSATION: Lease payments will be made in accordance with Section 5 of the Lease Agreement.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Maintenance of facility as well as prompt payment.

MBPE CONTRACT NUMBER: 7515597

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: Metropolitan Nashville Education Association (MNEA)

SERVICE/GOODS (SOW): The Metropolitan Nashville Education Association (MNEA) will reimburse MNPS the salaries and benefits for Michele Sheriff, Paula Pendergrass, and Sara Duran who will begin work with MNEA on July 15, 2021.

SOURCING METHOD: Sole Source

TERM: July 15, 2021 through July 14, 2022

FOR WHOM: MNEA

COMPENSATION: Contractor will reimburse MNPS for the full cost of the employees' salaries and benefits as outlined below. Compensation below is subject to any increases approved by MNPS policy and changes in benefits enrollment or premiums.

(a) Employee #453029 / Paula Pendergrass for the time period of July 15, 2021 through July 14, 2022.

Salary Only Total: \$106,614.31

(b) Employee #444829 / Michele Sheriff for the time period of July 15, 2021 through July 14, 2022.

Salary Only Total: \$100,490.39

(c) Employee #407604 / Sara Duran for the time period of July 15, 2021 through July 14, 2022.

Salary Only Total: \$59,859.77

Total reimbursement under this contract for salaries will be \$266,965.47.

Fringe Benefits will be an additional reimbursement to MNPS.

OVERSIGHT: Human Resources

EVALUATION: Prompt and accurate performance.

MBPE CONTRACT NUMBER: TBD

SOURCE OF FUNDS: N/A

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: Metropolitan Nashville Police Department (MNPDP)

SERVICE/GOODS (SOW): Contract is for extra-duty police services for 2021-2022.

SOURCING METHOD: MOU

TERM: July 1, 2021 through June 30, 2022

FOR WHOM: MNPS students and staff

COMPENSATION: Compensation will be in accordance with Attachment A.

OVERSIGHT: Safety & Security

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 2-215822-20

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Nashville Prep (Republic)

SERVICE/GOODS (SOW): Contract is for a Charter School Lease Agreement.

SOURCING METHOD: Negotiated Services

TERM: July 14, 2021 through June 30, 2031

FOR WHOM: Nashville Prep students and staff

COMPENSATION: Lease payments will be made in accordance with Section 5 of the Lease Agreement.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Maintenance of facility as well as prompt payment.

MBPE CONTRACT NUMBER: 7515598

SOURCE OF FUNDS: Revenue

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Nearpod Inc.

SERVICE/GOODS (SOW): Nearpod Premium Plus including video and activity creation. Nearpod Lesson Library with interactive lessons for all K-12 subject areas. Also, online training for fifty (50) participants.

SOURCING METHOD: Choice Partners Cooperative

TERM: July 14, 2021 through July 13, 2022

FOR WHOM: Schools of Innovation

COMPENSATION: Total compensation for this purchase is \$56,244.

OVERSIGHT: Schools of Innovation

EVALUATION: Quality of products and timeliness of services provided.

MBPE CONTRACT NUMBER: Choice Partners 18/056KD-39

SOURCE OF FUNDS: Federal Funds - Priority Schools Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Noser Consulting, LLC

SERVICE/GOODS (SOW): Amendment #3 extends the term of the Noser Consulting, LLC contract until June 30, 2023 and increases the total compensation by \$140,000. Contract is for strategic planning, development, and reporting on the community school model.

SOURCING METHOD: Amendment to a Previously Board Approved Contract

TERM: July 14, 2020 through June 30, 20223

FOR WHOM: For strategic planning, development, and reporting on the community school model.

COMPENSATION: Amendment #3 increases the total compensation by \$140,000 for a new not-to-exceed amount of \$361,230.

OVERSIGHT: Community Achieves

EVALUATION: Quality of the goods and services provided.

MBPE CONTRACT NUMBER: 7486055

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: PowerSchool Group, LLC

SERVICE/GOODS (SOW): Amendment #2 extends the term of the contract through December 31, 2021, attaches Attachment D – Pricing for the July 1, 2021 – December 31, 2021 extension, increases the total compensation by \$39,829.60 to reach a new not-to-exceed value of \$369,829.60, and updates the Criminal Background Checks language. Contract is for the hosted automated substitute teacher management system. The system matches teacher openings to available substitutes and provides multiple reporting tools to advise on vacancies, fill rates, absences, and other data.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 1, 2021 through December 31, 2021

FOR WHOM: Human Resources

COMPENSATION: Total compensation is increased by \$39,829.60.

Total compensation for this contract is not to exceed 369,829.60.

OVERSIGHT: Human Resources

EVALUATION: Based on achieved fill rate percentage and other deliverables from Contractor's Proposal.

MBPE CONTRACT NUMBER: 7500699

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: Quality Vending Services

SERVICE/GOODS (SOW): Fundraiser Master Agreement to provide fundraising opportunities that may include, but not be limited to:

- Vending Services

SOURCING METHOD: Negotiated

TERM: July 1, 2021 through June 30, 2026

FOR WHOM: All MNPS schools

COMPENSATION: Revenue generated per engagement with each requesting MNPS school. All funding to be processed through the requesting MNPS school's Student Activity Funds.

OVERSIGHT: Requesting MNPS school(s)

EVALUATION: Audit Review and Fundraising Report Card

MBPE CONTRACT NUMBER: 7515595

SOURCE OF FUNDS: Revenue – Student Activity Funds



GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(18) VENDOR: S&ME, Inc.

SERVICE/GOODS (SOW): Provision of Land Surveying.

SOURCING METHOD: RFQ 121233

TERM: July 14, 2021 through July 13, 2026

FOR WHOM: Facility Planning & Construction

COMPENSATION: Total compensation for this contract is not to exceed \$2,500,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7515433

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: Sherwood Holdings I, Inc. dba Shutterfly Lifetouch, LLC

SERVICE/GOODS (SOW): Fundraiser Master Agreement to provide fundraising opportunities that may include, but not be limited to:

- Portraits

SOURCING METHOD: Negotiated

TERM: July 1, 2021 through June 30, 2026

FOR WHOM: All MNPS schools

COMPENSATION: Revenue generated per engagement with each requesting MNPS school. All funding to be processed through the requesting MNPS school's Student Activity Funds.

OVERSIGHT: Requesting MNPS school(s)

EVALUATION: Audit Review and Fundraising Report Card

MBPE CONTRACT NUMBER: 7513572

SOURCE OF FUNDS: Revenue – Student Activity Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: Sun Ridge Systems, Inc.

SERVICE/GOODS (SOW): Provision of CAD System for Safety and Security.

SOURCING METHOD: RFQ 107222

TERM: July 14, 2021 through July 13, 2026

FOR WHOM: MNPS schools and facilities

COMPENSATION: Total compensation for this contract is not to exceed \$248,979.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7511836

SOURCE OF FUNDS: Tennessee Safe Schools Grant FY21 = \$140,000  
Tennessee Safe Schools Grant FY22 = \$108,979

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: TriStar Mechanical, LLC

SERVICE/GOODS (SOW): Amendment #1 to assign R12 contract number and to increase contract value by \$750,000. Contract is for HVAC services for all MNPS facilities.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 14, 2021 through February 26, 2024

FOR WHOM: MNPS schools and facilities

COMPENSATION: Total compensation for this contract is not to exceed \$1,500,000.

OVERSIGHT: Facility Planning & Construction

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

MBPE CONTRACT NUMBER: 10194 (previously 2-278937-02)

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(22) VENDOR: TTL, Inc.

SERVICE/GOODS (SOW): Provision of Land Surveying.

SOURCING METHOD: RFQ 121233

TERM: July 14, 2021 through July 13, 2026

FOR WHOM: Facility Planning & Construction

COMPENSATION: Total compensation for this contract is not to exceed \$2,500,000.

OVERSIGHT: Facility Planning & Construction

EVALUATION: Quality and timeliness of services provided.

MBPE CONTRACT NUMBER: 7515434

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

c. AWARDING OF PURCHASES AND CONTRACTS

(23) VENDOR: Vanderbilt University Medical Center & Meharry Medical College

SERVICE/GOODS (SOW): Provide Haynes Middle School with a license to use the name and intellectual property of Vanderbilt University Medical Center and Meharry Medical College, with all such uses to be approved in advance by Vanderbilt University Medical Center and Meharry Medical College for The Meharry-Vanderbilt Alliance Health Care Simulation Clinic. Vanderbilt University Medical Center and Meharry Medical College will also provide in-kind donations yearly.

SOURCING METHOD: Other

TERM: August 12, 2020 through August 11, 2025

FOR WHOM: Haynes Middle School

COMPENSATION: Each contractor to provide \$50,000 in-kind donations per year. Total anticipated in-kind donations of \$500,000.

OVERSIGHT: CTE & Haynes Middle School

EVALUATION: Timeliness of in-kind donations received

MBPE CONTRACT NUMBER: 2-00823-00

SOURCE OF FUNDS: Revenue

# Metropolitan Nashville Board of Education

Monitoring: <b>Review: Annually, in November</b>	Descriptor Term:  <b>Enrollment in Advanced Courses</b>	Descriptor Code: <b>4.205</b>	Issued Date: <b>07/13/21</b>
		Rescinds:	Issued:

1 *General*

2 Students in grades seven through twelve (7-12) may enroll in available advanced courses including, but  
3 not limited to, advanced English language arts, mathematics, or science courses.<sup>1</sup>

4 The standards listed below shall serve as guidance for placement and should not be considered as  
5 limitations to enrollment in advanced courses, academic programs, or career-technical pathways.  
6 Students are encouraged to challenge themselves academically and avail themselves of the most rigorous  
7 curricular offerings that are available.

8 In instances where multiple advanced course options exist, students will be encouraged to enroll in the  
9 one most aligned to their postsecondary aspirations.”

10 To enroll in these courses, students shall meet the following standards:

- 11 1. Honors Courses: **A grade of 85 or higher and/or TCAP scores of on-track or mastery in the**  
12 **preceding academic course**
- 13
- 14 2. Dual Credit Courses: **A grade of 85 or higher and/or TCAP scores of on-track or mastery**  
15 **in the preceding academic course**
- 16
- 17 3. Industry Certification-Aligned Courses: **A grade of 85 or higher and/or TCAP scores of on-**  
18 **track or mastery in the preceding academic course**
- 19
- 20 4. Dual Enrollment: **A grade of 85 or higher and/or TCAP scores of on-track or mastery in**  
21 **the preceding academic course**
- 22
- 23 5. Advanced Placement: **A grade of 85 or higher and/or TCAP scores of on-track or mastery**  
24 **in the preceding academic course**
- 25
- 26 6. Cambridge International: **A grade of 85 or higher and/or TCAP scores of on-track or**  
27 **mastery in the preceding academic course**
- 28
- 29 7. College Level Exam Program: **A grade of 85 or higher and/or TCAP scores of on-track or**  
30 **mastery in the preceding academic course**
- 31
- 32 8. International Baccalaureate: **A grade of 85 or higher and/or TCAP scores of on-track or**  
33 **mastery in the preceding academic course**

1 The principal of each school shall have the authority to consider additional factors, such as, but not  
2 limited to; student interest, attendance, and post-graduation plans, for the enrollment in advanced  
3 courses to fit the needs of the students within the school.

#### 4 **NOTIFICATION<sup>1</sup>**

5 Parent(s)/guardian(s) shall be provided written notification of a student's eligibility to enroll in  
6 advanced courses. The notification shall state that a student will remain enrolled in the course unless  
7 the parent/guardian timely submits a written request for removal. The Director of Schools shall  
8 determine the deadline to submit the request for removal.

9 Students may also be removed from an advanced course if the student's teacher determines that the  
10 student should be removed based on performance after thirty (30) days of instruction and the principal  
11 approves the request to remove the student.

#### 12 **COLLEGE LEVEL COURSES<sup>2</sup>**

13 Students may earn credit by enrolling in a postsecondary institution and taking college level courses.  
14 Students who take and pass dual enrollment courses at a postsecondary institution shall have their  
15 postsecondary credits accepted for high school credit as a substitution for an aligned graduation  
16 requirement course.

17 These courses may be offered at the high school, postsecondary institution, or online. If not offered on  
18 the high school campus, the Board shall not be responsible for transportation. Any tuition or fees due to  
19 enrollment in college level courses are the responsibility of the parent(s)/guardian(s).

20 Grades earned in such college level courses shall be used to determine class rank, grade point average,  
21 and class valedictorian or salutatorian.

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#### Legal References

1. Public Acts of 2021, Chapter No. 170; State Board of Education Policy 3.301
2. TRR/MS 0520-01-03-.03(8)





# Charter School Review Team Findings

## Amended New School Applications School Year 2022-23

The Office of Charter Schools

School Board Meeting  
July 13, 2021

# New Applications

**TCA 49-13-116**

April 27, 2021

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**) - denied
2. Nashville Classical Charter School II (**New School that Replicates Existing Model**) - denied



# Amended 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 ONLY in the sections rated partially meets standard or did not meet standard on the two amended applications for new charter schools, and whether each should be approved or denied
- The review team **reviews only the yellow highlighted portions of the application** in any section that was not rated “meets” or “exceeds expectations” from the original submission.
  - State law requires each charter application must be considered and voted on separately.

### School Year 2022-23 Amended Applicants

1. Aventura Community School (New School) **AMENDED SECTIONS Academics, Operations**
2. Nashville Classical Charter School II (New School that Replicates Existing Model) **AMENDED SECTION Academics**



# Review Team Amended Charter Application Evaluations

All amended applications are evaluated by the review team according to the overall capacity of the sponsor/ applicant in the following areas only if the areas were reviewed as partially meets or does not meet a standard:

- 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



# Amended New Application 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

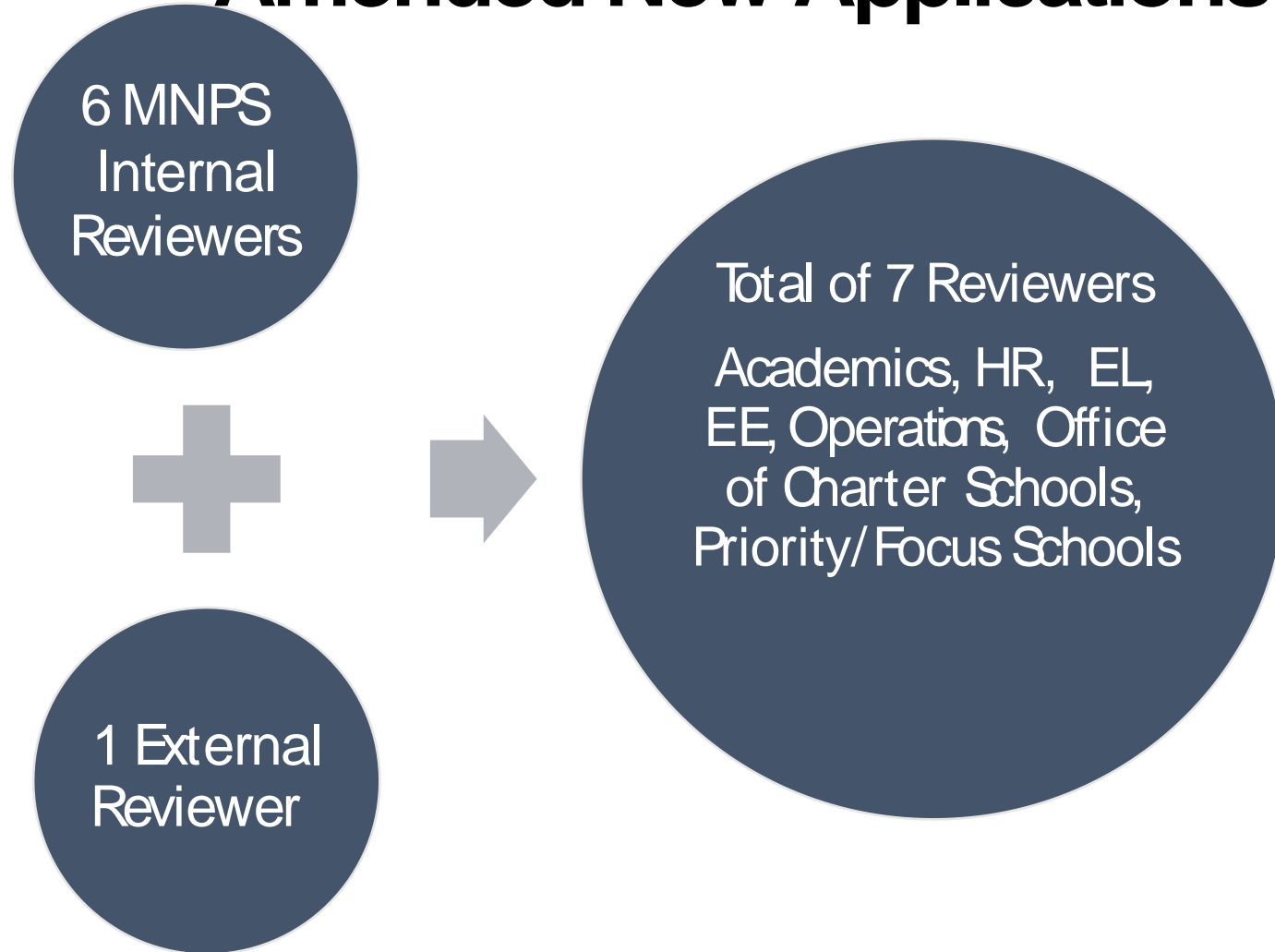
- Response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas.

## 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.



# Review Team for School Year 2022-23 for Amended New Applications



## If the application is approved:

- The MNPS Board and the applicant will enter into a chartering agreement

## If the application is denied (T.C.A.) § 49-13-108 states:

- The applicant will have 10 days to appeal the decision to the state charter commission, which will be no later than July 23, 2021
- The state charter commission will have 75 days of receipt of appeal from the applicants to hold a hearing
- If the commission upholds the decision of the MNPS Board, the charter application is denied
- If the commission overrules the decision of the MNPS Board and approves the application, the commission will become the authorizer and LEA for the applicant
- If the application is approved, the MNPS Board and the charter applicant can mutually agree in writing that the Board will serve as the authorizer and LEA within 30 days





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# Aventura Community School

Amended New  
Start Applicant  
School Year 2022-23

Maximum Enrollment of 930 students  
Kindergarten through 8th Grade



# Aventura Community School K-8

## Amended Academic Plan

### Rating: Partially Meets Standard

- The applicants academic plan did not address the needs of the targeted student population, and the school's academic focus
- The applicant did not describe a realistic plan for hiring highly qualified personnel for special populations and at-risk students (EL teachers)



# Aventura Community School K-8 Amended Operations Plan

## Rating: Partially Meets Standard

- No robust recruitment plan was identified for the specific recruitment of EL teachers needed to staff the school.
- No robust strategy and plan with the partnership of higher education partners was identified.
- The applicant identified a realistic facility contingency plan (location)
- The applicant provided a detailed and realistic timeline for opening year enrollment, facilities, and professional development of educators in July 2022
- The applicant provided a transportation plan/carrier that is equitable to attract a diverse group of students.



# Findings for Board Consideration

After a thorough review of the amended 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>				✘





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# Nashville Classical School II

Existing Operator in Tennessee

Amended 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

### **Amended Academic Plan**

### **Rating: Meets the Standard**

- The applicant provided a description of the rationale, a waitlist, and documentation of stakeholder engagement for selecting the community where the school will be located.



# Findings for Board Consideration

After a thorough review of the amended 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 July 14, 2021.





**AVENTURA COMMUNITY SCHOOL (ACS) - Amended Application 22-23SY**  
**ACADEMICS - Partially Meets Standard**

- The applicant had no detailed plan for trilingual students. The applicant stated, in the amended application, that trilingual students would have compounded benefits at ACS, but the application lacked evidence that supported this statement. There was no description of the services that would be provided for the trilingual students or families of trilingual students.
- The applicant stated that there were bilingual school options in top districts in the United States and around the world, but no specific programs were identified for review. An identified program that the applicant plans to mirror or glean practices from would have provided some clarity on the proposed plan.
- The applicant stated in their amended application that they plan to hire a “large proportion” of teachers with EL certification to ensure the delivery of direct services for their anticipated high population of EL students. It is also stated in the application they would desire that their ideal educators be bilingual. There was evidence in the application that they met with several local and regional higher education departments around teacher recruitment. However, there was no agreement or plan to recruit and hire the educators they desire for their plan found in the amended application.
- The applicant is proposing a K-8 charter. Middle schools provide high expectations for students and provide access to high school courses that require grading practices that align to state board policy. It should be noted that on page 45 of the amended application the applicant acknowledges the state board policy does not require state-wide or district-wide standard grading policy prior to high school. However, there was not a plan provided in the amended application regarding how high school courses would be made available for students at ACS who would qualify if they were enrolled in other MNPS (Metropolitan Nashville Public Schools) schools.



## **OPERATIONS -Partially Meets Standard**

- The applicant did not provide a robust recruitment plan in the amended application for the desired and specific type of educators needed. (EL and Bilingual)
- The application lacked a detailed recruitment plan with the partnership of the higher education partners listed in the amended application on page 141. Although ACS lists several higher education partners, no recruitment plan or detailed strategies for recruitment with the identified partners was mentioned in the application.
- Aventura Community School has added an additional board member to their board of directors, Alejandro L. Lorenz, who has a background in Accounting and Business.
- The applicant indicated Grayline transportation will provide transportation for families who live 1.25 miles from the school.
- ACS provided specific timelines for the opening year recruitment, enrollment, facilities, opening ACS hiring timelines, and professional development of educators in July of 2022.
- The applicant identified 3010 Tuggle Avenue, Nashville, TN 37211, as a proposed location for ACS.

## **NET FISCAL IMPACT (Maximum Enrollment 930 students)**

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

1. Charter schools receive 100% of the per pupil state and local revenue.
2. Fixed costs remain even though 100% of the revenue transfers.
3. 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

1. 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.
2. Additionally, the fixed costs could change over time.



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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

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



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Charter School Amended Application Findings Report

Aventura Community School

Office of Charter Schools:

Shereka Roby-Grant, 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

Rick Caldwell, Exceptional Education Coach, MNPS

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

Juan Seda, Director of EL, 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 three 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, 21<sup>st</sup> 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.

#### Original Application Report Findings

**Academic Program Design and Capacity:** Partially Meets Standard

**Operations Plan and Capacity:** Partially Meets Standard

**Financial Plan and Capacity:** Meets Standard

#### Amended Application Report Findings

**Academic Program Design and Capacity:** Partially Meets Standard

**Operations Plan and Capacity:** Partially Meets Standard

**Financial Plan and Capacity:** N/A

## **Original Application 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, 21<sup>st</sup> 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.

## **Amended Application Academic Program Design and Capacity**

**Rating:** Partially Meets Standard

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

The applicant has taken advantage of the opportunity to submit an amended application. The review team reviewed the yellow highlighted portions of the application in any section that was not rated “meets” or “exceeds expectations” from the original submission. Below you will find the reporting of the findings in the amended academic program design and capacity section of the application.

The applicant states that trilingual students would have compounded benefits at ACS. The application lacked evidence that supported this statement. There was also no description of the services that would be provided for the trilingual students or the families of trilingual students. The education of trilingual students is a major undertaking which would need a detailed plan.

The applicant stated that there were bilingual school options in top districts in the United States and around the world. No specific programs were identified for review. An identified program that the applicant plans to mirror or glean practices from would have provided some clarity on the plan that the applicant is proposing. No actual bilingual/ dual language programs were identified in the amended application.

The applicant is proposing a K-8 charter. Middle schools provide high expectations for students and provide access to high school courses that require grading practices that align to state board policy. It should be noted that on page 45 of the amended application the applicant acknowledges the state board policy does not require state-wide or district-wide standard grading policy prior to high school. However, there was not a plan provided in the amendment application regarding how high school courses would be made available for students at ACS who would qualify if they were enrolled in other MNPS (Metropolitan Nashville Public Schools) schools.

The applicant stated in their amended application that they plan to hire a “large proportion” of teachers with EL certification to ensure the delivery of direct services for their anticipated high population of EL students. It is also stated in the application they would desire that their ideal educators be bilingual. There was evidence in the application that they met with several local and regional higher education departments around teacher recruitment. There was no agreement or plan to recruit and hire the educators they desire for their plan found in the amended application.

The review team recognizes the difficulty in recruiting the desired educators and wanted to see what plan would be executed for success with recruitment.

Throughout the application the applicant states there is significant research demonstrating the benefits for bilingual education and dual language programs. The application provided close to 30 research footnotes and only five had research within the last five years. This was an area of concern for the review team because practices and programs evolve, and current programming should have been cited within the application.

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



## **Original Application 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.

## **Amended Application Operational Plan and Capacity**

**Rating:** Partially Meets Standard

**Amended Application Reviewing Team Analysis:** The applicant received a ranking of partially meets standard for the operational plan.

The applicant has taken advantage of the opportunity to submit an amended application. The review team reviewed the yellow highlighted portions of the application in any section that was not rated “meets” or “exceeds expectations” on the original submission. Below you will find the reporting of the findings in the amended operational plan and capacity section of the application

Aventura Community School (ACS) has added an additional board member to their board of directors. The new board member is Alejandro L. Lorenz who has a background in accounting and business.

ACS did provide edits to their previously submitted timelines for opening year recruitment, enrollment, facilities, and ACS hiring timelines. They also provided a timeframe for the professional development of their educators in July of 2022.

On page 69 of the amended application, the applicant states that their plan is to hire a “large proportion” of classroom teachers with EL certification. The applicant also states in their amended application that their educators “may also need to be bilingual” on page 143. The review team is fully aware that educators are not required to have EL certification or be bilingual to teach at ACS but acknowledges the school’s desire to employ “a large proportion” of educators with EL certification. With the applicant desiring a specific type of educator, the review team was looking for a robust recruitment plan of the desired educators. ACS list several higher education partners that they have met with, but no recruitment plan, with any partner, was mentioned in the application for the desired educators.

The applicant provided additional information about the transportation concerns. They have identified Grayline transportation carrier to serve ACS. Grayline currently serves Valor charter school’s transportation needs. ACS has also stated their plan is to follow State Law and MNPS policy around transportation. The applicant will provide bus transportation for families who live 1.25 miles from the school. ACS will also provide support to families who do not ride ACS buses by supporting them with navigating the metro Nashville bus system WeGo.

The applicant made several amendments to the operational plan yet, still had some underdeveloped areas within the operations plan. In conclusion, the review team gave an overall rating of partially meets standard for the amended operational plan.

## Original Application 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.



**NASHVILLE CLASSICAL CHARTER SCHOOL II (NCCS II)- Replication Amended Application 22-23SY**  
**ACADEMICS- Meets Standard**

- The review team reviewed the enrollment study NCCS II included in the application. NCCSII reported partnering with national demography experts to identify a location that they reported will support them in meeting enrollment targets as well as creating a level of racial and socioeconomic diversity that will support their mission.
- On page eight (8) of the amended application, NCCSII reports that by locating a K-8 school at 1015 Davidson Drive, Nashville Classical II could provide potential relief to overcrowding in the Hillwood Cluster. However, the application does not include Metro Schools Reimagined planning that will address the enrollment in the Hillwood Cluster.
- NCCS II reported that they engaged with a variety of stakeholders to address the enrollment concerns and provided letters of support from stakeholders including council members, business leaders, and nonprofit leaders to support their new location.
- Over the past two years, Nashville Classical reports they had a waitlist of students.

**NET FISCAL IMPACT (Maximum Enrollment/600 students)**

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

1. Charter schools receive 100% of the per pupil state and local revenue.
2. Fixed costs remain even though 100% of the revenue transfers.
3. 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**

1. 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.
2. Additionally, the fixed costs could change over time.
3. MNPS projects which schools' students are zoned to attend, but MNPS will not know the specific schools until students enroll.



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

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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

Charter School Amended Application Findings Report

Nashville Classical School II

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Juan Seda, Director of English Language Learners, MNPS

Ryan Latimore, Director of Boundary Planning and Enrollment Forecasting, 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 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 ratings 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 Brookemeade 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
<b>Totals</b>	<b>156</b>	<b>230</b>	<b>300</b>	<b>366</b>	<b>426</b>	<b>600</b>

**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

## Amended Section Summaries

**Academic Plan:** Meets Standard

**Operations Plan:** N/A

**Financial Plan:** N/A

**Past Performance:** N/A

## **Original Application**

### **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 rating of partially meets standard for the academic plan. The review team could not confidently give a rating 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 Glenclyff 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 1<sup>st</sup> 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 rated the academic section as partially meets standard.



## **Amended Application Academic Program Design and Capacity**

**Rating:** Meets Standard

**Review Team Analysis:** The applicant received a rating of meets standard in the amended academic plan.

The applicant has taken advantage of the opportunity to submit an amended application. The review team reviewed the yellow highlighted portions of the application in any section that was not rated “meets” or “exceeds expectations” from the original submission. Below, you will find the reporting of the findings in the amended academic program design and capacity section of the application.

NCCS II conducted an enrollment study in partnership with national demography experts to identify a location that they reported will support them in meeting enrollment targets, as well as, creating a level of racial and socioeconomic diversity that will support their mission. Their study utilized several data inputs to identify a campus. NCCS II is proposing to locate at 1015 Davidson Drive based on their analysis. The data points that were used for their analysis were the following:

- MNPS Enrollment and Capacity report July 2020
- Private school data from Private School Review and American Community Survey
- Data from the Census Bureau
- School- level demographics

The proposed charter school would be located in the Northeast corner of the Hillwood cluster, which does not feature any current charter schools. This location is also adjacent to the White’s Creek Cluster, which features a single elementary charter. The applicant articulated, in the amended application, that by offering a seamless K-8 pathway and opening the city’s first K-8 school outside of East Nashville, they can provide a unique enrollment option to families in the Hillwood Cluster and neighboring communities, including the White’s Creek area.

The review team reviewed previous data that indicated that the MNPS district closed the school located at 1015 Davidson Drive in 2009 for lack of enrollment. LEAD charter network operated a middle school out of the facility for a few years before they too closed for lack of enrollment. The MNPS district didn’t see a need for another school in this part of town and chose to sell the property. Data shows that enrollment in the Hillwood cluster has remained virtually the same for the past 5 years.

NCCS II application indicates plans to recruit students in the White’s Creek Cluster. It should be noted that most of the Whites Creek cluster is under enrolled, and the 21/22 projection reflects the change to Pk-5 for elementary schools, and 6-8 for middle schools in that cluster. The MNPS district plans to address enrollment in the White’s Creek cluster by adding additional 5<sup>th</sup> grade classrooms to the elementary school.

The Hillwood cluster is the other selected location that NCCS II plans to recruit. On page eight of the amended application, NCCII reports that by locating a K-8 school at 1015 Davidson Drive, Nashville Classical II could provide potential relief to overcrowding in the Hillwood cluster. However, the application does not include Metro Schools Reimagined planning that will

address the enrollment in the Hillwood cluster. In addition, the applicant indicated that by opening a K-8 school, it can create an additional pathway and support the district's efforts to grow enrollment at a new facility in a growing neighborhood.

Although there were concerns about the enrollment and the proposed location, the review team acknowledges that NCCS II reported that they engaged with a variety of stakeholders to address the enrollment concerns and provided letters of support from stakeholders including council members, business leaders, and nonprofit leaders to support their new location. The applicant has included multiple letters of support and added language in their amended application on how they will engage parents and community members.

Nashville Classical elementary received the second most applications in the most recent MNPS school choice lottery. The applicant provided data that shows that it is one of seven MNPS schools that has received more than 1,000 applications over the past two years. 73.6% of their student applications was from students who identify as Black, Hispanic, and Native American students and 34.3% of their applicants were from economically disadvantaged students. Over the past two years, Nashville Classical reports they had a waitlist of students.

The flagship school has shown growth and positive results over its charter term, and has a plan in place, which gives confidence in its ability to open NCCS II. The flagship school also demonstrates a consistent demand from families as seen in waitlists, and the historical trends reflect the school has support in their efforts for recruitment and enrollment at NCCS II.

In conclusion, the review team did find enough evidence to rank the academic section at meets standard, and ranked the academic section as meets standard.

## **Original Application 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 rating 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 rating 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.

## Original Application 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.

## **Original Application 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 1<sup>st</sup> 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.

# Director's Report

July 13, 2021



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS



# Promising Scholars Recap

- More than 16,000 students enrolled in Promising Scholars or Credit Recovery Program
- Some 2,000 employees served as staff for the program districtwide
- Accelerating learning growth to launch into 2021-22 school year



# **Key Updates for 21-22**

Looking forward to a new school year

# Leadership Updates – Division of Schools

## Principal Announcements

- **Debbie Booker, The Academy at Old Cockrill**
- **Dr. Marlon Heaston, McKissack Middle**
- **Ashley Jackson, Gateway Elementary**
- **Dr. Jeremiah Riggs, John Early Museum Magnet Middle**
- **Dr. Ashley Thomas, Park Avenue Elementary**
- **Dr. Rhiannon Wilson, Ivanetta H. Davis Early Learning Center**

**Priscilla Cole, Executive Director for ES Support**

# District and School Updates

- **5<sup>th</sup> Grade Realignment**
  - 21-22: Whites Creek, Maplewood, Pearl-Cohn
- **Middle School Start Times**
  - John Early and McKissack aligning with other MS
- **No-Cost Meals**
  - Federal USDA guidelines extended no-cost meals through June 30, 2022
- **Literacy Reimagined**
  - Teacher trainings happening throughout the summer
- **Together 4 Teachers**
  - PENCIL-sponsored event on August 2 to supply teachers with materials

# Budget Priorities

- **Employee Compensation**
  - Best-paid teachers in Tennessee
  - Step increase for all eligible employees
  - 2% COLA for Support and Certificated Administration
  - Seven additional paid days for instructional support
- **Advocacy Centers in all Elementary Schools**
- **Seven additional school psychologists**
- **Expanded Advanced Academics**
- **ESSER Funding**
  - \$24 million spiraled to schools from ESSER 2.0
  - ESSER 3 engagement process later this month



# **OUR NORTH STAR**

**To establish MNPS as  
the premier large  
school district in  
Tennessee and beyond.**

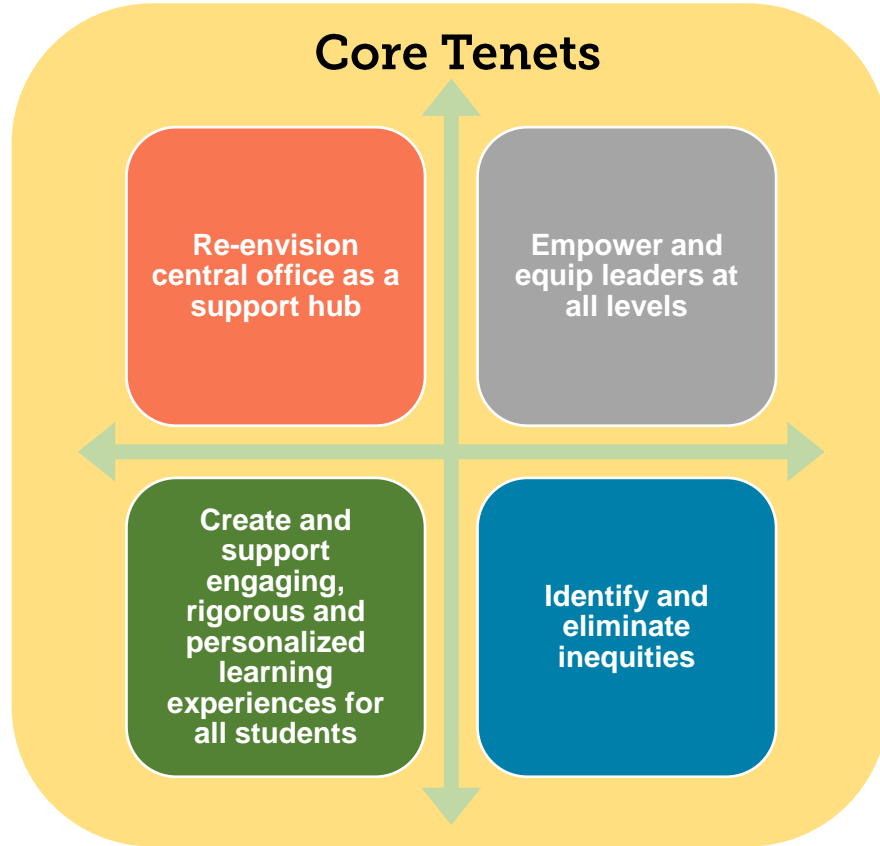
## Core Tenets

Re-envision  
central office as a  
support hub

Empower and  
equip leaders at  
all levels

Create and  
support  
engaging,  
rigorous and  
personalized  
learning  
experiences for  
all students

Identify and  
eliminate  
inequities



**Focused**



**Literacy**



**SEL**

**Core Tenets**

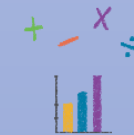
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**Outcomes**



**Numeracy**



**Transitions**



# Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



## Literacy

Students meet or exceed their individual academic growth projection in literacy prior to the 2021-22 school year.



## Numeracy

Students meet or exceed their individual academic growth projection in numeracy prior to the 2021-22 school year.



Grades Pre-K-4



## Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



## Social-Emotional Learning (SEL)\*

Students display intrapersonal skills through demonstrating self-management and self-awareness. Students display an understanding of community by demonstrating personal and social responsibility.



## Literacy

Students meet or exceed academic growth projections in literacy prior to the 2021-22 school year.

Grade 5



## Numeracy

Students meet or exceed academic growth projections in numeracy prior to the 2021-22 school year.



## Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



## Social-Emotional Learning (SEL)\*

Students exhibit self-efficacy and develop self-advocacy skills. Students understand the concept of community, including personal and social responsibility.



## Transition Preparation

Every 4th/5th-grade student develops a transition plan that includes academic and SEL goals and needs to prepare for successful transition to middle school. *(Dependent on school configuration.)*

# Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT



# Every Student Known

FOCUSED OUTCOMES TO SUPPORT A PATH OF SUCCESS FOR EVERY STUDENT

Grades 11-12

## On-Track Graduation

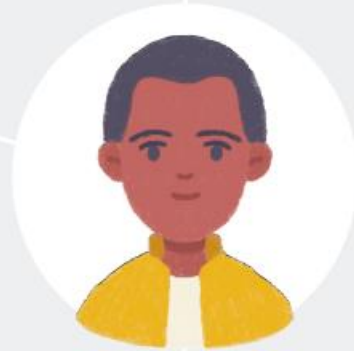


11th-grade students are on track for on-time graduation with Ready Graduate\* designation. 11th-grade students will complete a post-secondary transition plan to be revisited at the start of the senior year to ensure pathway to the future that each student envisions. 12th-grade students will complete all graduation requirements and earn Ready Graduate status.



## Transition to Post-Secondary

Every student is prepared to take action on post-secondary transition plans.



## Attendance

Students achieve satisfactory attendance with an attendance rate of 95% or above.



## Social-Emotional Learning (SEL)\*\*

Students develop more mature personal identity. Students understand the concept of community, including personal and social responsibility.

New Website



# SIGNATURE

Personalized Student Dashboard



# INITIATIVES

Results-Focused Innovation



High Dosage Tutoring



Focused

## Core Tenets

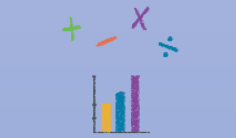
Outcomes



Literacy

Re- envision central office as a support hub

Empower and equip leaders at all levels



Numeracy

Navigators



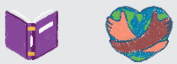
Central Office Support Hub



Metro Schools ReimaginED



Literacy Reimagined



SEL

Create and support engaging, rigorous and personalized learning experiences for all students

Identify and eliminate inequities



Transitions

Innovative Health Response



Khoaching with Khan



Leadership Framework



Promising Scholars



Equity Roadmap



Virtual Help Centers



# Health and Safety

Recommended COVID Protocols for the start of the 2021-22 School Year

# COVID Protocols – Social Distancing

Schools should continue to find opportunities to encourage and promote social distancing whenever possible.

- **Social distancing is an important strategy in reducing potential transmission**
- **Reduces chances of close-contact quarantines**
- **Social distancing of 6 feet of distance will not be feasible in most circumstances**
  - New CDC guidance looks at 3 feet as a good standard in schools
  - Classrooms and desks should be oriented to maximize distance or create smaller group clusters to reduce possible close contacts.
- **Schools should consider the ability to social distance when organizing large gatherings indoors, during lunch, or other activities that would bring together large groups of students.**
  - Clustering of students into homerooms or other groupings that would make contact tracing more feasible are good strategies to prevent the spread of COVID or larger quarantines.



# COVID Protocols – Contact Tracing

- School nurses will continue to conduct contract tracing
- “Close contact” traditionally defined as someone within 6 feet of an infected person for more than 15 minutes over 24-hour period
- **NEW CDC Guidelines:** In the K-12 indoor classroom setting, the close contact definition now excludes students who were within 3 to 6 feet of infected students if both wearing masks
- Students or staff who are vaccinated are not required to quarantine if no symptoms present
- Division of Schools updated distance learning guidelines for quarantined/self-isolating students based on TDOE rules



# COVID Protocols – COVID Testing

- School nurses will be able to conduct COVID rapid tests on as-needed basis
- Permission forms included in the Student-Parent Handbook
- Random testing not recommended at this time, but can re-assess as needed
- Any use of outside vendor would require an RFP process





# COVID Protocols – Outside Visitors

- **Limit visitors from outside the school to those attending for an educational purpose. Examples include:**
  - Mentorship
  - Tutoring
  - Classroom support
  - Advisors
- **Facilities use by third parties allowed when students are not in classes**
- **Encourage mask wearing**

# COVID Protocols - Masks

## Masks Highly Encouraged but Optional

- Schools should continue to encourage proper mask wearing techniques.
- Students or staff who are not vaccinated, especially those who have underlying medical conditions, are strongly recommended to wear masks for their safety and protection.
- Masks will continue to be made available to students and staff who need or want them.
- Metro Nashville and the State of Tennessee currently have no public health orders requiring the wearing of masks in government or private settings.
- Current CDC guidance is that individuals who are fully vaccinated are not required to wear masks indoors or outdoors.
- All students who are 12 and older have been eligible to be fully vaccinated through public and private sources, and vaccine trials are still ongoing for children aged 5-12 and younger.
- Students under 12 not currently eligible for the vaccine are strongly recommended to wear masks
- MNPS will continue to monitor community transmission rates as well as COVID cases in our schools to determine whether mandatory mask requirements are necessary.

