



## **AGENDA**

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 26, 2018 – 5:00 p.m.

**Anna Shepherd, Chair**

### TIME

5:00

- I. CONVENE and ACTION
  - A. Establish Quorum
  - B. Pledge of Allegiance
  - C. 30 Seconds in My District...
  
- II. GOVERNANCE ISSUES- OUR ORGANIZATION
  - A. Actions
    - 1. Consent
      - a. Recommended approval of an easement of land at Rose Park
      - b. Awarding of Purchases and Contracts
        - (1) AT&T Corporation on behalf of itself and its service-providing affiliates dba "AT&T Tennessee"
        - (2) Communities In Schools, Inc. (CIS)
        - (3) Communities In Schools of Tennessee
        - (4) Educational Solutions Services (ESS)
        - (5) FourPoint Education Partners
        - (6) Manage Mindfully dba Move This World
        - (7) Performance Matters LLC
    - 2. Resolution Recognizing Barbara Mann
    - 3. Charter School Recommendation: Journey to Success
  
- III. REPORTS – OUR ORGANIZATION
  - A. Director's Report
    - 1. Community Achieves Update
  - B. Board Chairman's Report
    - 1. Chair Report
    - 2. Announcements
  
- IV. WRITTEN INFORMATION TO THE BOARD
  - A. Sales Tax Collections as of June 20, 2018
  - B. New Hire Report
  
- V. ADJOURNMENT

a. RECOMMENDED APPROVAL OF AN EASEMENT OF LAND AT ROSE PARK

We are requesting that the Board approve moving forward with Belmont University to develop an easement for land adjacent to Rose Park and Rose Park Middle School for the purpose of relocating two basketball courts which will sit partially within the easement being requested. The relocation of the basketball courts is made necessary by the proposed construction of a building adjacent to the baseball field at Rose Park. This approval allows Belmont to move forward with construction of these structures. There are no inconveniences for Rose Park Middle School created by this construction, and all costs for legal descriptions will be borne by Belmont University.





CONCEPTUAL SITE PLAN

## ROSE PARK INDOOR PRACTICE FACILITY

12.18.17



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

##### a. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: AT&T Corporation on behalf of itself and its service-providing affiliates dba "AT&T Tennessee"

SERVICE/GOODS (SOW): Amendment #1 to the contract for Centrex Telephony Services. Amendment extends the term of the contract one year and adds available compensation.

SOURCING METHOD: RFP 14-13

TERM: June 27, 2018 through June 30, 2019

FOR WHOM: All MNPS

COMPENSATION: Amendment #1 increases available compensation \$700,000.

Total compensation under this contract is not to exceed \$2,700,000.

OVERSIGHT: Technology and Information Services

EVALUATION: Contractor performance will be evaluated based on the successful completion of services as outlined in Contractor's proposal.

MBPE CONTRACT NUMBER: 2-593811-01A1

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### b. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Communities In Schools, Inc. (CIS)

SERVICE/GOODS (SOW): Sub-recipient Grant Agreement to collaborate with Communities In Schools (CIS) and other community partners to build a structure that will expand MNPS' current Community Achieves model.

SOURCING METHOD: Grant

TERM: June 27, 2018 through October 31, 2018

FOR WHOM: Community Achieves and Student Support Services

COMPENSATION: CIS will award pass-through funds of \$149,200 payable in one payment upon receipt of signed Sub-recipient Grant Agreement.

Total revenue received under this contract is not to exceed \$149,200.

OVERSIGHT: Community Achieves and Federal Programs

EVALUATION: Timeliness of payment received.

MBPE CONTRACT NUMBER: 2-00732-00

SOURCE OF FUNDS: Revenue

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### c. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Communities In Schools of Tennessee

SERVICE/GOODS (SOW): Amendment #1 to extend the contract term and increase the not-to-exceed amount by \$740,000. Contract is to further the partnership with Community Achieves to address the needs of students living in poverty to ensure that they go to school every day focused on learning. Contractor will provide an annual comprehensive needs assessment and an annual school site plan. Additionally, the Contractor will provide ongoing individual case management for up to 10% of the student population, interventions for the entire school population, and small group services. The Contractor will engage with the broader community to coordinate resources and services for students and families including basic clothing, access to housing, transportation, medical care, counseling, food, service learning, academic support, job shadowing, college visits, and other helpful activities. The goal of the contract is to reduce the chronic absenteeism rates.

SOURCING METHOD: Sole Source

TERM: June 27, 2018 through June 30, 2019

FOR WHOM: Title I Elementary Schools that are low performing and with high rates of chronic absenteeism and continued service in three partner middle schools: John Trotwood Moore Middle School, Bellevue Middle School, and DuPont-Tyler Middle School.

COMPENSATION: Amendment #1 increases the compensation of the contract by \$740,000 to cover the following:

\$138,750 for the annual needs assessments

\$138,750 for the annual school site plans

\$462,500 divided in equal monthly payments for the monthly in-school services

Total compensation under this contract is not to exceed \$794,000.

OVERSIGHT: Community Achieves and Federal Programs

EVALUATION: Ability to meet the requirements identified in the Scope of Work.

MBPE CONTRACT NUMBER: 2-178017-02A1

SOURCE OF FUNDS: Federal Funds – Title I

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### d. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Educational Solutions Services (ESS)

SERVICE/GOODS (SOW): Amendment #1 to the Contract for substitute teacher services. Amendment increases available compensation. Contractor provides third party management of substitute teacher fulfillment needs, including recruiting, qualifying, call-up, daily needs fulfillment, and payroll.

SOURCING METHOD: Piggyback on Wilson County RFP 2017-02 (competitively sourced)

TERM: Terminates 6/30/18

FOR WHOM: All MNPS

COMPENSATION: Contractor shall invoice MNPS weekly at rates as outlined below:

**Certified Substitute:**

Full day rate –\$146.05

Half day rate –\$73.03

**Non-certified Substitute:**

Degreed, Full day rate – \$127.00

Degreed, Half day rate – \$63.50

Two-year college, Full day rate – \$114.30

Two-year college, Half day rate – \$57.15

High School diploma, Full day rate – \$107.95

High School diploma, Half day rate – \$53.98

Amendment #1 increases available compensation by \$250,000.

Total compensation under this contract is not to exceed \$1,250,000.

OVERSIGHT: Human Resources

EVALUATION: Substitute teacher fulfillment rates and cost effectiveness

MBPE CONTRACT NUMBER: 2-00695-00A1

SOURCE OF FUNDS: Operating Budget

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### e. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: FourPoint Education Partners

SERVICE/GOODS (SOW): Amendment #2 to extend the contract term to July 31, 2019. Contractor to support the MNPS Board of Education in accomplishing the following objectives: (1) develop an instrument and process to evaluate the Director of Schools, and (2) develop an instrument and process for self-assessing Board effectiveness.

SOURCING METHOD: Sole Source

TERM: June 27, 2018 through July 31, 2019

FOR WHOM: Board of Education

COMPENSATION: This amendment does not increase the compensation under this contract.

Total compensation under this contract is not to exceed \$23,100.

OVERSIGHT: Board of Education

EVALUATION: Timeliness and completion of deliverables specified in Contractor's proposal.

MBPE CONTRACT NUMBER: 2-00696-00A2

SOURCE OF FUNDS: Operating Budget



## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### f. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Manage Mindfully dba Move This World

SERVICE/GOODS (SOW): Amendment #1 increases available compensation and extends the term for the on- line social emotional learning program, "Move this World". "Move this World" is a social emotional learning program providing multimedia content for districts, schools, and teachers to develop social skills and strengthen emotional intelligence in Pre-K through high schools.

SOURCING METHOD: RFP# 17-19

TERM: June 14, 2017 through June 30, 2019

FOR WHOM: MNPS anticipates implementing the program at the following locations:

- Bellshire Elementary Design Center
- Eakin Elementary School
- Fall-Hamilton Enhanced Option Elementary School
- Hermitage Elementary School
- Inglewood Elementary School
- Meigs Academic Magnet Middle School
- Murrell School
- Napier Enhanced Option Elementary School
- Tulip Grove Elementary School
- Warner Enhanced Option Elementary School
- Waverly Belmont Elementary School

COMPENSATION: \$304 per teacher license x 214 teachers= \$65,056

Professional Development: \$5,000 per day

Amendment increases available compensation \$70,056 for a new not-to-exceed amount of \$135,056 (now exceeding \$100,000 and requiring Board Approval).

OVERSIGHT: Student Support Services

EVALUATION: Surveys and school discipline data

MBPE CONTRACT NUMBER: 2-286707-00A1

SOURCE OF FUNDS: Federal Funds - Trauma Informed Practices in Schools (TIPS)

## GOVERNANCE ISSUES

### A. ACTIONS

#### 1. CONSENT

#### g. AWARDING OF PURCHASES AND CONTRACTS

VENDOR: Performance Matters LLC

SERVICE/GOODS (SOW): TrueNorthLogic Platform - Amendment #1 to extend the contract term to June 30, 2019 and increase compensation by \$160,000 to reach a new not to exceed value of \$690,004. Contract is for Contractor's TrueNorthLogic personalized professional development management platform.

Unify Platform - Amendment #2 to extend the contract term to June 30, 2019 and increase compensation by \$411,000 to reach a new not to exceed value of \$1,005,275. Contract is for Contractor's Unify platform for student assessments and analysis. Unify provides a resource to teachers for building and administering their formative assessments.

NOTE: Expenses are below previous Board approval which authorized a contract period terminating June 30, 2018. This amendment request is for the approval to continue services through June 30, 2019 and for funds in addition to those previously approved. Contract amendment will correctly reflect the two Board approvals.

SOURCING METHOD: Piggy Back – Shelby County Schools (Competitive RFP #03/22/2016)

Piggy Back – School Board of Orange County, Florida (Competitive RFP #1304078)

TERM: June 27, 2018 through June 30, 2019

FOR WHOM: All MNPS employees and students

COMPENSATION: TrueNorthLogic Platform - \$160,000 for the TrueNorthLogic Professional Development module.

Total compensation under this contract is not to exceed \$690,004.

Unify Platform - \$387,000 for district-wide assessment and analytics and \$24,000 for 10 days of on-site professional development in the construction of test items and assessments.

Total compensation under this contract is not to exceed \$1,005,275.

OVERSIGHT: Instructional Technology; Research, Assessment & Evaluation

EVALUATION: Timeliness of product delivery and accuracy and effectiveness of assessment results.

MBPE CONTRACT NUMBER: 2-276664-00A1 and 2-276664-01A2

SOURCE OF FUNDS: Operating Budget

**Metropolitan Nashville Davidson County  
Board of Public Education  
Nashville, Tennessee**

**Resolution Recognizing Mrs. Barbara E. Mann**

**WHEREAS**, the Metro Nashville Public Schools Board of Education is the local governmental body responsible for providing a public education to the students in Nashville, Tennessee; and

**WHEREAS**, the Metro Nashville Public Schools Board of Education has, over the years, been comprised of many courageous and distinguished public servants; and

**WHEREAS**, the Metro Nashville Public Schools Board of Education was fortunate and grateful to have had Mrs. Barbara E. Mann serve as a member of the Board from 1977 until 1982; and

**WHEREAS**, Mrs. Mann served the Board as its first African-American woman and worked diligently toward the integration of the Nashville Public Schools; and

**WHEREAS**, Mrs. Mann set an example for the entire Nashville-Davidson County community by serving on the Board with dignity, strength, wisdom, and grace; and

**WHEREAS**, Mrs. Mann did not limit her work in the community to the Board of Education, likewise engaging and serving on numerous boards and councils across the community including Girl Scouts, League of Women Voters, Public Television Council, Metro-Nashville Education Foundation, Leadership Nashville, Metro Human Relations Commission, and Grace M. Eaton Day Care; and

**WHEREAS**, Mrs. Mann maintained a long and distinguished career path with notable organizations such as Fisk University, Tennessee State University, the State of Tennessee, and the United States Department of State; and

**WHEREAS**, Mrs. Mann contributed additionally to the larger community by serving as the first African-American moderator of the Middle Tennessee Presbytery of the Presbyterian Church, U.S.A. and serving on multiple medical missions to places abroad including St. Vincent and Ecuador; and

**WHEREAS**, Mrs. Mann was recognized for her many accomplishments by Phi Beta Kappa, Cumberland Valley Girl Scout Council, Civitan, and the Council on Aging;

**NOW, THEREFORE, BE IT RESOLVED** that the Metro Nashville Public Schools Board of Public Education recognizes and honors the memory of Mrs. Barbara E. Mann for her tireless dedication, not only to the students and families of the Metropolitan Nashville Public Schools, but to the entire Nashville community.



**METRO  
NASHVILLE  
PUBLIC  
SCHOOLS**

*Exceeding Great Expectations*

## **Charter School Application Recommendation Report**

**Submitted By: ReThink Forward**

### **Evaluation Team**

#### **Core Team**

**John Thomas, Planning Facilitator, MNPS**  
**Katy Enterline, Coordinator of Talent Management, HR, MNPS**  
**Michelle Doane, Consultant**  
**Dennis Queen, Executive Officer, Charter School Office, MNPS**  
**Carol Swann, Coordinator, Charter School Office, MNPS**

#### **Satellite Reviewers**

**Gerry Altieri, Principal, Harris Hillman, MNPS**  
**Rick Caldwell, SPED Coach, MNPS**  
**Dan Killian, Project Coordinator Exceptional Education, MNPS**  
**Carol Irwin, ELL Coach, MNPS**  
**Diane Chumley, ELL Coach, MNPS**  
**Todd Wigginton, Director, Elementary Instruction, MNPS**  
**Katy Pattullo, Coordinator, RTI**  
**Shereka Roby-Grant, Planning Facilitator, Federal Programs, MNPS**  
**Adrienne Useted, Chief Financial Officer, LEAD Public Schools**  
**Brian Hull, Director, Resource Strategy, 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 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 whether to recommend the proposal for approval or denial to the MNPS Board of Education.

### **Rating Characteristics**

**Meets the Standard** – The response reflects a thorough understanding of key issues and alignment within all areas of the proposal – academic, operational, and financial. It shows thorough preparation; presents a clear and realistic picture of how the school expects to operate at a high level; and inspires confidence in the applicant’s ability to carry out their plan effectively.

**Partially Meets Standard** – The response meets the criteria in some respects, but lacks detail and/or requires additional information in one or more areas.

**Does Not Meet Standard** – The response has substantial gaps in a number of areas and the review team has no confidence the applicant can deliver a high quality educational option to the students in Davidson County.



## Evaluation Contents

This evaluation report includes the following:

- **Proposal Overview** – Basic summary of the proposed school as presented in the application
- **Recommendation** – an overall judgment, 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 reasons for the recommendation from the review team.
  - › **Academic Plan** – Describes the applicant’s model in regards 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, in order to receive a recommendation for approval, the application must **meet or exceed the standard in all three major areas** of the capacity review.

## Proposal Overview

**Operator/Applicant - Rethink Forward, Inc.**

**School Name - Journey to Success**

### **Mission and Vision:**

**Mission:** Journey's mission is to eliminate the false-sense of reality that exists in our media-driven society by providing a healthy, safe, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will leave Journey with the skills and mindset necessary to not only face reality but create a better reality for the next generation.

**Vision:** ReThink Forward and Journey's vision is to inspire and equip a generation of self-directed critical thinkers to influence the world around them.

**Proposed Location -** Southeast Nashville, somewhere in the Cane Ridge, Overton, Glenciff, Antioch area.

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

Academic Year	Grades Served	Proposed Number of Students
Year 1 2019-20	Pre-K - 6	537
Year 2 2020-21	Pre K - 7	672
Year 3 2021-22	Pre K - 8	817
Year 4 2022-23	Pre K - 8	862
Year 5 2023-24	Pre K - 8	947
Year 6 2024-25	Pre K - 8	1012
Year 7 2025-26	Pre K - 8	1012
Year 8 2026-27	Pre K - 8	1012
Year 9 2027-28	Pre K - 8	1012
Year 10 2028-29	Pre K - 8	1012
At Capacity	Pre K - 8	1012

## Executive Summary

### Recommendation from the Review Team:

☐ Authorize

☒ Do Not Authorize

**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.
- 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 Journey to Success written application by highly trained and skilled reviewers, and an extensive interview with the applicant team, the review team, along with the Office of Charter Schools, is recommending denial of this application. The reasons for this denial are compelling as the school did not meet standard in any major area – academic, operations, or financial.

This organization does not have any schools and appears to be a recent non-profit formation. ReThink Forward is heavily reliant on a Charter Management Organization (CMO), Noble Education Initiative, for all of its curriculum, instructional practice, professional development, operations and financial advice.

A clear, comprehensive, research-based curriculum or instructional design was not presented in the application, and no curriculum or programmatic structures were presented for Pre-K students. There was no evidence that gave reviewers confidence the applicant or anyone on their team has expertise in best practices for early childhood development. The structures, schedule, discipline and curriculum appeared to be discordant with the mission and vision as presented in the application.

The entire application lacked significant detail, and the review team was unclear as to the population of students targeted, the curriculum, the programming, or the instructional focus for the students. The proposed location was overly broad, with no definition of adequate facilities. Within the zip codes presented, there are nine (9) successful charter schools and no significant overcrowding due to facilities investments made by the district in recent years. Equally unclear was the recruiting model and exactly how students would be able to attend the school, given that the applicant does not intend to provide transportation.

Plans for serving special populations were neither robust nor comprehensive, and there was no clear plan presented for Response to Intervention.

While the area in which the applicant intends to locate would engender a population of students who are English Language Learners at more than 40%, the plans to serve this population were vague and incomplete. Professional development for teachers is mentioned, but the review team could not evaluate it due to the fact the curricular and programmatic goals were vague and unclear.

The discipline plan does not differentiate between Pre-K, elementary and middle grades, and is clearly not aligned to developmental milestones for young learners.

The applicant team did not ask for waivers from state board rules, which would indicate a lack of preparation and if approved, would contractually bind the school to all rules and regulations that govern traditional schools.

The financial model was inaccurate, as the applicant used the per-pupil rate that would be received if transportation were being offered. The state lowers the per-pupil rate if transportation is not offered, thus, the entire budget was incorrect. Additionally, the applicant left out significant portions of the budget that are required under state and federal law, primarily the Medicare tax and TCRS retirement employer contributions. Lack of these calculations caused additional issues with the finances as presented by the applicant. There was mention of a \$740,000 loan, but details were vague and the applicant was unable to substantiate such a loan was forthcoming.

In conclusion, Journey to Success did not present the review team with a clear, comprehensive, research-based, effective plan for successful instruction of students within the MNPS district. Additionally, the operations and financial sections contained significant errors, lack of detail, and under-preparation by the applicant. Equally troubling to the review team is the reliance of the ReThink Forward sponsor on the CMO. If approved, MNPS would contract with ReThink Forward and not the CMO, but it is very uncertain, based on current information, if the ReThink Forward team has the capacity to open, run, and sustain a school. It is also unclear how the contract with the CMO is structured, as there is no written agreement to date. Taking into account

the thorough review of the written application, an interview with the applicant's leadership team and CMO, and the concern of the MNPS review team that this application lacks significant detail and coherence throughout, the Office of Charter Schools respectfully requests that the MNPS Board of Education deny this application.



## Section Summaries

Only applicants who score “Meets Standard” in all three major areas on the evaluation rubric are recommended for authorization.

<b>Academic Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
<b>Operations Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard
<b>Financial Plan</b>	<input type="checkbox"/> Meets Standard <input type="checkbox"/> Partially Meets Standard <input checked="" type="checkbox"/> Does Not Meet Standard

## Academic Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** ReThink Forward submitted an application for a Pre-K – 8 school in the southeast end of Nashville. They propose to partner with a CMO, Noble Education Initiative, and with Trevecca University. At capacity, the school would have 1,012 students. The stated vision is to equip a generation of critical thinkers, and to emphasize social-emotional learning. The school intends to improve learning for all students and close the achievement gap between high and low students.

**Review Team Analysis:** The application does not meet standard for academic plan because there is very little detail presented about the curriculum, instructional practice, and assessments, and the review team could not determine whether the application meets Tennessee standards.

Additionally, the application indicates there will be as many as 32 Pre-K students, yet there was no curriculum or programming described specifically for these young learners. The review team did not see research indicative of familiarity with developmental needs of young children, nor was there evidence of how the school would approach these learners, or how the school would ultimately know they were successful with that group of students.

No clear plan was presented that differentiates instruction between the elementary (K-4) tier and the middle school tier (5-8). There is a heavy reliance on the assessment I-Ready, and it did not appear the applicant had plans for additional formative and summative testing, leaving the review team with the question of how this school measures success.

While several high-level instructional strategies were mentioned in the written application, there was not a cohesive plan or detailed description of how those strategies would work together within the school to benefit the students.

Additionally, no corrective action plan was presented in the event the school falls below academic expectations either on state assessments or district performance frameworks. There was a lack of detail around setting, revising and monitoring academic goals, and the goals themselves were unrealistic and deemed unattainable by the review team.

Particularly troubling to the review team was the lack of detail provided in the application concerning special populations – particularly students with disabilities and English Language Learners. There was no clear plan to identify and serve these students, and no solid RTI2 plan was presented to assist struggling learners. The review team did not see a plan to monitor progress for students with disabilities and

there was no clear strategy presented for hiring teachers with appropriate certifications to ensure the most vulnerable learners are served appropriately. The review team is not convinced that the applicant has the capacity to meet the needs of students with disabilities or English Language learners, as no founding members appeared to have that expertise.

The application talks about restorative discipline practices and an emphasis on social-emotional learning, but the actual discipline plan presented was more punitive in nature. There was no differentiation in discipline practices and procedures between Pre-K, K-4, and 5-8, as well as no description of differences for students with disabilities, including suspensions, expulsions, and due process.

The application also talks about a Community of Character program, but offers no detail around implementation, training for teachers, or how this program will be measured for success.

The parent-student handbook that describes the discipline plan mentions one consequence for truancy would be turning in students to the driver's license bureau, but this school would not have anyone old enough for a driver's license. This is one of several examples throughout the application of a lack of preparation and attention to detail.

The details given concerning expulsions do not align with Tennessee standards, and are vague at best. The handbook also does not contain a clear, concise complaint policy for parents.

There is a lack of specificity around recruitment, marketing, and enrollment of students. The plan includes an ambitious student enrollment of 537 students the first year in grades Pre-K – 6, but there is no evidence of outreach to the communities indicated in the application with the exception of one survey, which was mentioned but not presented to the review team.

It appears that a large part of the plan is for parents to perform volunteer hours at the school, but this was not fully explained and details were unclear. Wrap-around services were mentioned, but again, no detail was provided on how the community would access those services, or from where funding would generate.

In summary, the academic plan was vague, unsubstantiated by research, and lacked significant detail. It appears to the review team that the application was actually written by the CMO, and not the team with which MNPS would be contracting to run the school. The review team does not have confidence that the applicant, ReThink Forward, has the capacity to open and sustain a school for MNPS students that adds to the high-quality options that already exist within the area the school wishes to locate.

## Operations Plan Detail

### Rating: Does Not Meet Standard

**Summary as Presented in Proposal:** The application lists a three-member governing board and indicates more board members will be added when approved. The applicant indicated a location within the Cane Ridge, Antioch, Glenclyff and/or Overton area, and has indicated they will not provide transportation, with the exception of required special education transportation. By-laws indicate governing board members will serve one year.

**Review Team Analysis:** The Operations Plan does not meet standard because it lacks significant detail and the review team cannot appropriately assess the ability of the plan to support the academic outcomes.

The review team did not see a strong understanding of the roles and responsibilities of a governing board, in that the three board members were former educators. There were no other roles described in the written application, no board committees, and no plan for transition from a founding board to a governing board. During the interview, it appeared that the applicant had added an attorney and a local member, as all other board members were not Tennessee residents.

There did not appear to be a plan to evaluate the eventual school leader and no school leader has been named. Additionally, there was no plan in place to evaluate board members, train them as required by Tennessee law, or transition board members as they enter and exit the board. The application did mention the required yearly board training, but there was no on-going plan for board professional development. The by-laws presented indicated one year terms, opening the possibility that the entire board could turn over yearly, which does not contribute to the stability of the school.

No compelling start-up plan was presented, and anticipated challenges (hiring, facility, community engagement, etc.) would be addressed through partnerships that are not yet active, according to the applicant.

There was no plan presented in the application for securing a facility, but the applicant mentioned securing a suitable facility within 60 days of approval, which is unrealistic in the current real estate market. Additionally, no description was given of the type of facility sought (space requirements, number of rooms, build-out costs), which would be necessary in a search for space.

It is unclear who the school leader will be once the school opens, and considering the 2017 research done by the Center for Research on Educational Outcomes (CREDO), lack

of a named school leader during the charter application process is a major risk factor for new charters that review teams should consider.

There were conflicting staffing charts presented in the application that did not appear to include special education or ELL staff. The review team could not discern whether the staffing model would meet the needs of the school as written. Additionally, there was no staffing mentioned for Pre-K students, although the enrollment chart indicates there would be 32 Pre-K students in year one (1) if approved.

A job description for a state director was included in the application, even though that position is not included within the organizational charts. Overall, the review team could not evaluate this position without additional detail.

There were no strategies presented to support school leadership, or to mentor and retain qualified teachers. Additionally, there were no plans presented to staff hard-to-fill positions such as special education and ELL.

The applicant does not intend to provide transportation, and there was no comprehensive plan included to ensure students could get to the school. Although Tennessee charter law does not require a charter school to provide transportation, there does need to be a plan in place that can be communicated to parents during marketing and recruiting. The review team does not have confidence that a school with no transportation plans can successfully recruit 537 students in the first year.

It was unclear to the review team how the school plans to use technology. Blended learning was mentioned, but no detail was given. Safety plans were not clear, and the relationship between the charter applicant and the CMO was nebulous.

The school declined to address waivers from state board rules, which would contractually bind them to all rules and regulations that traditional public schools are bound to, including but not limited to text books, facilities, calendar, class size, and administrative licensure. It was not clear to the review team if the applicant understood the rules that can be waived and those that cannot.

In summary, the operations plan must support and enhance the academic plan for a charter school to be able to operate effectively. There are significant details lacking in this operations plan and the review team does not have confidence that the school can open and sustain itself with this plan.

## Financial/Business Plan Detail

### Rating: Does Not Meet

**Summary as Presented in Proposal:** The proposed budget assumes \$9,800 per-pupil and is based on a first year enrollment of 537 in grades Pre-K – 6. The assumptions do not include any grants in year one, and do assume securing a loan of \$740,243.00 in year one. The school assumes participation in all federal Title funds, and plans to pursue a variety of grant opportunities after the first year of operation. Average teacher salaries are assumed at \$45,000 per year, with a 2% per year increase. ReThink Forward will contract with Noble Education Initiative for management services.

**Review Team Analysis:** The financial plan does not meet standard because the applicant left out significant requirements that are mandatory in the state of Tennessee, and the review team is not confident that the financial plan will support and sustain the schools.

- The budget lacked significant expenses such as Medicare tax and TCRS pension contributions.
- The budget is based on the full per pupil amount and does not account for the reduced amount from the state because the school has chosen not to provide transportation.
- The application assumes a \$740,000 loan but offers no tangible evidence that a lender has agreed to such a large loan, or what collateral would be used to secure the loan.
- The application assumes BEP funding is continued over 12 months, when the charter law specifies nine (9) equal payments.
- Contingency plans are not sufficient to sustain the school in the event of a budgetary emergency
- The budget does not include monies for special education, high-needs students
- Years one (1) and two (2) end with significantly low cash flow, which does not meet the conditions of the MNPS financial performance framework.
- When probed about the low cash flow, the CMO indicated breaking even will take time, and the ReThink board will have to find funders. However, philanthropy is not mentioned after year one.
- Staff recruitment is budgeted at only \$1,000.00 in year one (1), which is considered low for recruiting teachers for grades Pre-K – 6.
- Years two through five (2-5) indicate a low recruiting budget for staffing as well, even though the school will almost double in size between years one (1) and five (5).
- The facilities budget is inadequate to account for build-out costs in the first years.



- There was no clear plan presented for financial procedures and policies, and the review team did not see solid financial controls.
- The application mentioned contracting with NEI for financial services, but there is no evidence that NEI has expertise in this area nor was there any plan to evaluate those services from NEI.
- The application did not include procedures for selecting outside contractors or vendors.
- The review team did not see clear evidence of individual or collective qualifications for implementing the financial plan successfully, including capacity in financial management, fundraising and development, and accounting.
- The lack of detail in the budget narrative and budget forms appears to indicate the applicant does not have a clear understanding of federal funds and how they can be accessed.
- Health care costs are budgeted at a 2% increase year over year, which is too low and not sustainable over time.

In summary, the entire budget is based on an incorrect per pupil amount due to the decision not to provide transportation. In addition, significant portions of the budget were left out entirely, and there are many unanswered questions. With that, the review team does not have confidence that this school will be able to successfully open and sustain itself with this financial plan.



# *EXCEEDING* GREAT EXPECTATIONS



# Presentation Expected Outcomes

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1. Review Community Achieves timeline
2. Share results of Community Achieves implementation to date, and the unique implementation approach that has gotten us here
3. Introduce Community Achieves expansion plan

# Strategic Framework Goal Areas



# Our Foundation



## OUR VISION

- Metro Nashville Public Schools will be the fastest-improving urban school system in America, ensuring that every student becomes a life-long learner prepared for success in college, career and life.

## OUR MISSION

- We deliver a great public education to every student, every day.

## OUR VALUES

- Whole learner, literacy, excellence, relevance, innovation, talent, collaboration, equity and diversity.

# Timeline Review



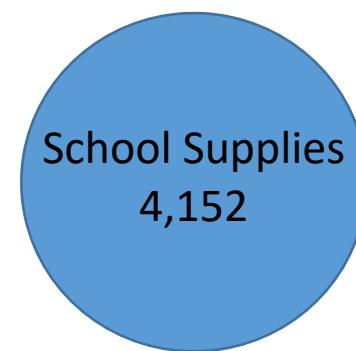
- 2011-2012 District-level planning – RTT funded
- 2012-2013 Implementation
- 2015-2016 District level funding – 18 schools
- 2016-2017 – Coalition Award of Excellence
- 2017 – Alignment Nashville A-team
- 2018-2019 Expansion – CIS (Case Management)
- 2019-2020 Expansion



# Implementation Results: Partnerships

	2016-17	2017-18
Family Engagement	19	84
College & Career	57	220
Health & Wellness	43	255
Social Services	109	189

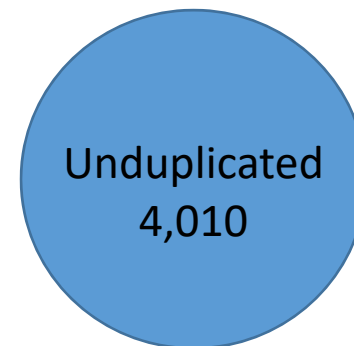
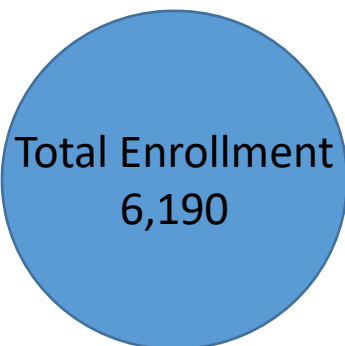
## Distributions (2016-17)



# Implementation Results: Cohorts

	Cohort Enrollment
Family Engagement	5
College & Career	160
Health & Wellness	151
Social Services	17

Decrease in chronic absence – 10 schools  
Decrease in discipline – 11 schools



# 2017-18 Community Achieves Standards-Based Implementation

Four CA Framework Standards																				
1. School-Level Coordination	Coordinator	3	3	3	3	3	3	3	2	2	2	2	3	2	3	3	3	3	3	3
	CA Team	2	2	3	1	1	1	1	2	2	2	2	1	2	3	1	3	3	3	3
	Training & Community of Practice	2	3	3	3	3	2	2	2	2	2	2	1	1	3	2	2	2	3	3
	Connect with Faculty & Staff	3	3	2	3	2	1	1	3	2	2	3	1	2	3	1	3	3	3	3
	Connect with Students, Families, Community	3	3	3	3	3	2	2	3	2	2	3	1	2	3	2	2	3	3	3
2. CA as School Improvement	Needs Assessment	2	2	2	2	3	1	1	2	1	2	2	2	3	1	2	2	3	3	3
	Data-Driven Improvements	2	2	1	2	3	1	1	2	2	1	2	2	2	1	1	2	3	3	3
	Integration of CA in SIP	2	3	2	2	3	1	1	1	1	2	2	3	3	1	2	3	2	2	2
	Integration of & Priority for District Initiatives	2	3	2	2	3	1	1	2	1	2	1	3	3	1	2	3	2	2	2
	Sustainability Planning	3	2	3	2	2	1	1	3	1	1	1	3	3	2	1	3	3	3	3
3. Extended Learning Opportunities	Before/After School	3	3	3	3	3	1	3	3	2	2	3	2	3	2	3	2	3	2	2
	Evenings	2	3	3	2	3	1	1	2	2	2	3	3	3	2	2	2	3	2	2
	Weekends	2	1	1	1	2	1	1	1	2	2	3	2	2	1	2	2	1	1	1
	School Breaks / Holidays	1	1	1	2	1	1	1	1	1	1	2	2	2	1	1	3	1	1	1
	Summer	1	2	3	2	2	1	1	2	1	2	3	2	2	1	2	3	3	2	2
	During School Hours	3	2	2	2	3	2	1	3	3	1	3	3	3	2	2	3	2	2	2
4. Results-Focused Partnerships	Appropriate MIX of Partners	3	3	3	2	3	1	2	2	2	1	3	3	2	2	2	2	2	2	2
	Focus on School-Level Data	2	2	2	2	2	1	2	3	1	1	3	2	3	1	2	2	2	2	2
	Focus on Results of Programming	3	2	2	2	2	1	1	2	1	1	3	2	3	1	1	2	3	3	3
	Authentic Partnerships & Network of Support	3	3	2	2	3	1	2	1	2	2	2	2	3	1	2	3	2	2	2
	Formalized Periodic Meetings	3	3	3	2	2	2	1	1	2	1	3	2	3	1	3	3	3	3	3

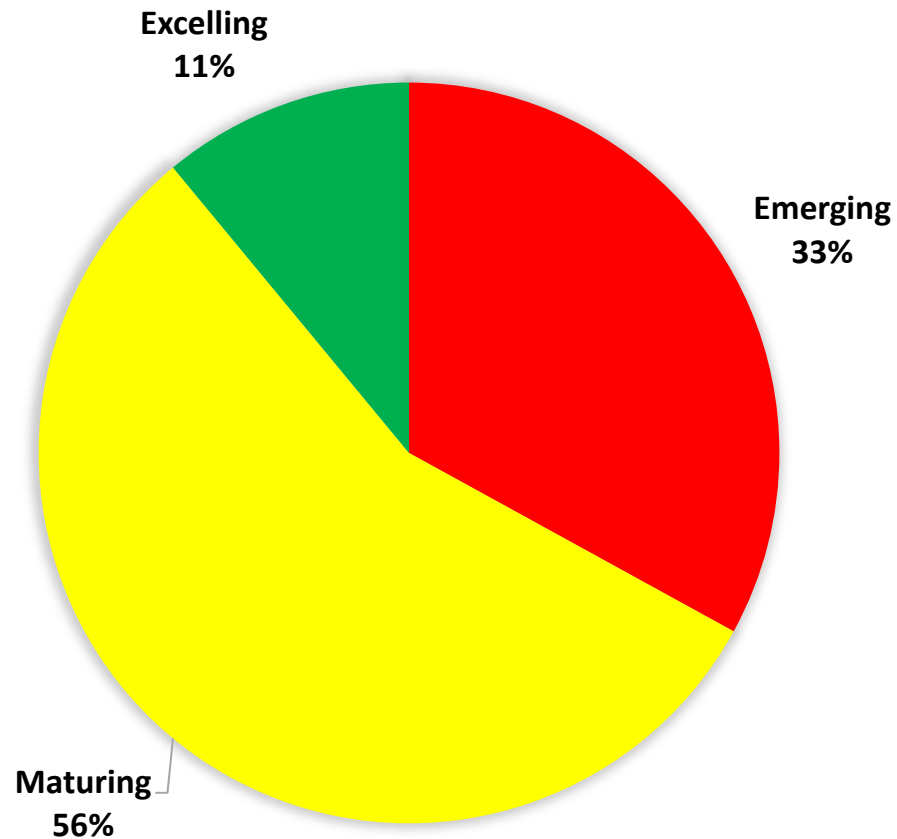
School ratings as **emerging**, **maturing**, or **excelling**;



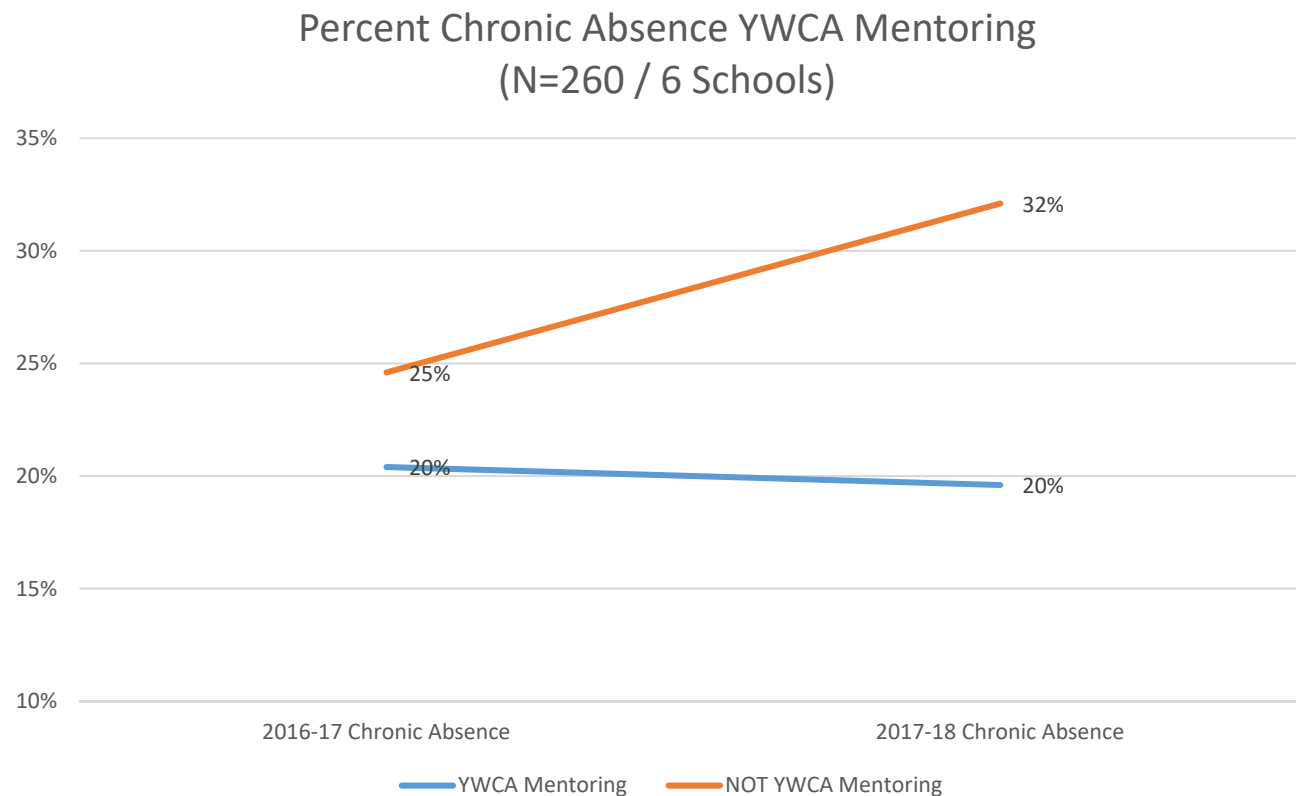
METRO NASHVILLE  
PUBLIC SCHOOLS



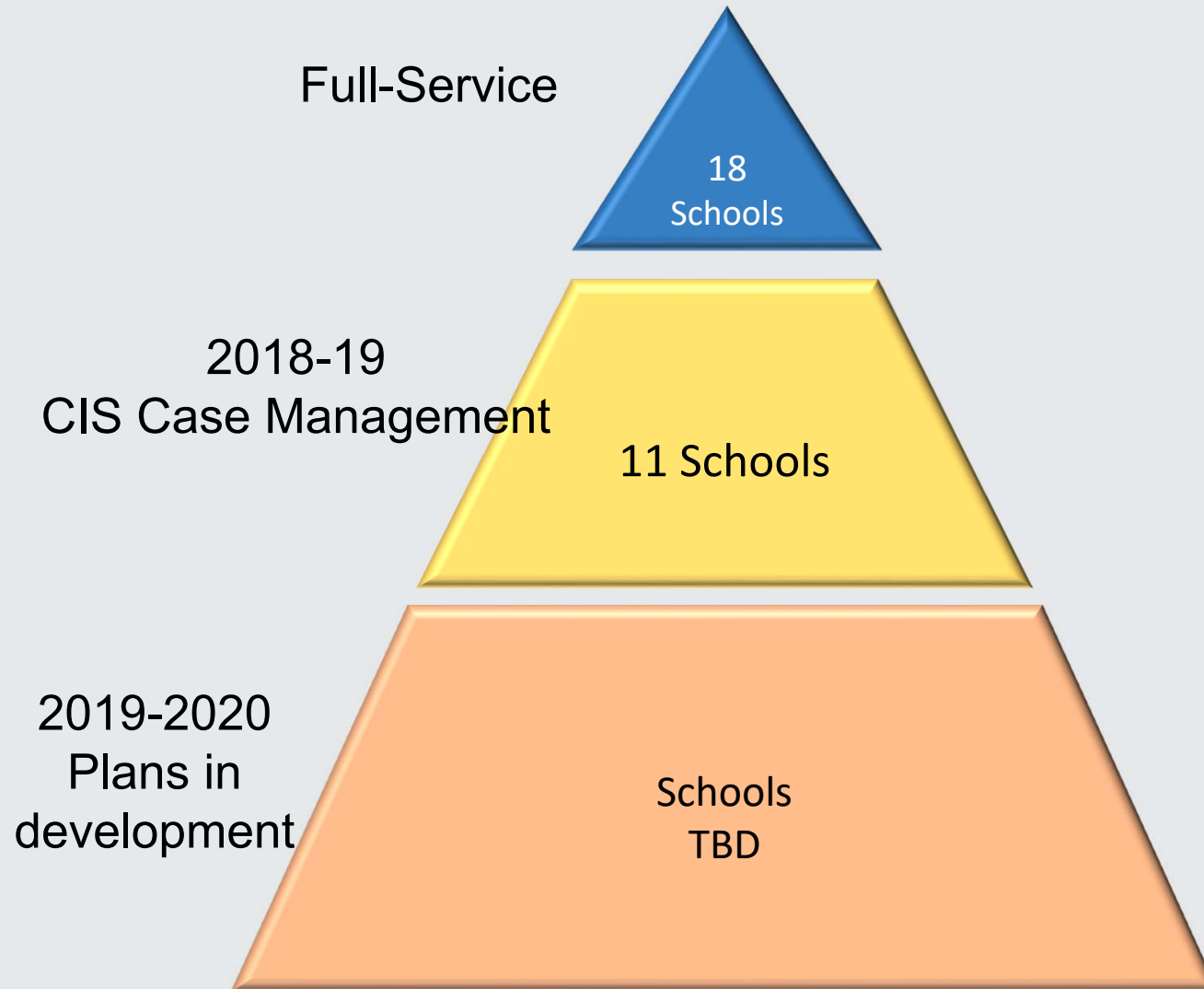
# Implementation Ratings



# Spotlight: YWCA Mentoring Programs to Address Chronic Absence



# Standards-based Community Schools





# *EXCEEDING* GREAT EXPECTATIONS



**Metropolitan Nashville Public Schools**  
**Sales Tax Collections**  
**As of June 20, 2018**

**General Purpose Fund**

<b>MONTH</b>	<b>2017-2018 Projection</b>	<b>TOTAL 2017-2018 COLLECTIONS</b>	<b>\$ Change For Month - FY18 Projection</b>	<b>% Change For Month - FY18 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$15,381,985.64	\$13,237,970.46	(\$2,144,015.18)	-16.20%	-16.20%
October	17,737,106.49	18,569,404.33	\$832,297.84	4.48%	-4.12%
November	18,735,563.05	19,090,775.12	\$355,212.07	1.86%	-1.88%
December	18,564,842.39	18,860,122.15	\$295,279.76	1.57%	-0.95%
January	17,718,272.36	18,506,044.41	\$787,772.05	4.26%	0.14%
February	23,522,306.81	22,777,216.45	(\$745,090.36)	-3.27%	-0.56%
March	15,903,850.36	16,631,331.50	\$727,481.14	4.37%	0.09%
April	16,775,044.03	16,707,701.24	(\$67,342.79)	-0.40%	0.03%
May	19,161,602.23	20,182,278.13	\$1,020,675.90	5.06%	
June	18,271,550.64	19,376,832.57	\$1,105,281.93	5.70%	
July	18,550,400.20				
August	20,371,175.79				
<b>TOTAL</b>	<b>\$220,693,700.00</b>	<b>\$183,939,676.36</b>	<b>\$2,167,552.36</b>		<b>1.18%</b>

**Debt Service Fund**

<b>MONTH</b>	<b>2017-2018 Projection</b>	<b>TOTAL 2017-2018 COLLECTIONS</b>	<b>\$ Change For Month - FY18 Projection</b>	<b>% Change For Month - FY18 Projection</b>	<b>% Increase / Decrease Year To-Date</b>
September	\$3,523,252.83	\$3,171,913.06	(\$351,339.77)	-11.08%	-11.08%
October	4,062,694.64	4,449,363.02	\$386,668.38	8.69%	0.46%
November	4,291,391.69	4,574,287.21	\$282,895.52	6.18%	2.61%
December	4,252,288.03	4,519,021.10	\$266,733.07	5.90%	3.50%
January	4,058,380.68	4,434,181.52	\$375,800.84	8.48%	4.54%
February	5,387,798.17	5,457,585.11	\$69,786.94	1.28%	3.87%
March	3,642,786.24	3,984,986.81	\$342,200.57	8.59%	4.49%
April	3,842,333.68	4,003,285.55	\$160,951.87	4.02%	4.43%
May	5,553,865.54	4,835,819.19	(\$718,046.35)	-14.85%	
June	5,349,998.71	4,642,828.64	(\$707,170.07)	-15.23%	
July	4,248,980.04				
August	4,666,029.75				
<b>TOTAL</b>	<b>\$52,879,800.00</b>	<b>\$44,073,271.21</b>	<b>\$108,481.00</b>		<b>0.25%</b>



Name	Department/School
Cheryl Winters	Central Office/ HR
Mary Ellen Zander	Central Office/ HR
Angela Smith	Central Office/ HR
Deborah Strasser	Neely's Bend Elementary

Title	Acceptance Date	Hire Date
Director, Compensation	5/11/2018	6/11/2018
Director, Employee Relations	5/11/2018	6/22/2018
Human Resources Business Partner	5/23/2018	6/22/2018
School Records Admin. Finance I	6/15/2018	6/22/2018