



## AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – April 22, 2025 – 5:00 p.m.

**Freda Player, Chair**

I. CONVENE and ACTION

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

II. AWARDS AND RECOGNITIONS

- A. Tennessee Senate Resolution Recognizing "Every Student Known" Students for Emmy Award
- B. Tennessee House of Representatives Resolution Recognizing Hillsboro High School Boys' Basketball Team for State Championship
- C. Magnet Schools of America National Conference
- D. VAPA Recognitions
- E. Class of 2025 Valedictorians and Salutatorians

III. 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 two minutes or less. Comments will be timed.*

IV. COMMITTEE REPORTS

V. GOVERNANCE ISSUES

- A. Actions
  - 1. Consent
    - a. Minutes – 3.25.2025 – Regular Meeting
    - b. Awarding of Purchases and Contracts
      - 1. AbleNet Inc
      - 2. Anthony N. Harris dba Avenue Construction, LLC
      - 3. Bomar Construction Co., Inc.
      - 4. Carahsoft Technology Corporation
      - 5. Carter Group, LLC (2)
      - 6. CEV Multimedia, LLC
      - 7. CI Solutions
      - 8. Eduservice, Inc. dba CT3
      - 9. ETA Hand2Mind
      - 10. Freeland CDJR LLC
      - 11. Hendrick, Inc.
      - 12. Hoffman Broadcast Electronics Engineering, LLC
      - 13. Infinite Campus, Inc.
      - 14. Insight Public Sector, Inc.
      - 15. Interior Design & Architecture dba ID&A Inc.
      - 16. Jarrett Fire Protection, LLC
      - 17. Kendall Stage Curtains
      - 18. Lipscomb University

- 19. MTLC Incorporated
- 20. Orion Building Corporation
- 21. ParentSquare, Inc.
- 22. PowerSchool Group LLC
- 23. REA Controls, Inc.
- 24. The Bruman Group, PLLC dba Brustein and Manasevit
- 25. The Center for International Learning dba Participate Learning

- c. FY 25-26 Budget-*Recommendation from Budget & Finance Committee*
- d. Cigna Agreement

## 2. Charter School New Start Applications

### VI. BOARD REPORTS

### VII. WRITTEN INFORMATION TO THE BOARD

#### A. Sales Tax Collections as of April 20, 2025

### VIII. ADJOURNMENT

If any accommodations are needed for individuals with disabilities who wish to be present at this meeting, please submit the accommodation through hubNashville at <https://nashville.gov/hub-ADA-boards> or by calling (615) 862-5000. Requests should be made soon as possible, but 72 hours prior to the scheduled is recommended.

## **METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –**

March 25, 2025

**Members Present:** Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O’Hara Block, Cheryl Mayes, TK Fayne, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and Zach Young

**Student Members Absent:** Christine Tran and Hannah Nguyen

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

### **CONVENE AND ACTION**

- A. Call to Order – Freda Player called the meeting to order.
- B. Pledge of Allegiance - Led by SEIU Local 205 President Jessica Stewart
- C. Adoption of Agenda

**Freda Player requested to remove Item-IV-1-d-Renaming Brick Church Middle School– Recommendation from Naming of Schools Committee from the consent agenda and vote on it separately.**

**Motion to agenda to adopt agenda with changes.  
By Cheryl Mayes seconded Berthena Nabaa-McKinney  
Vote: 9-0 (unanimous)**

### **AWARDS AND RECOGNITIONS**

- A. Hillsboro High Schools Boys Basketball Class 4A State Champions – The Board and Dr. Battle recognized the team.
- B. Education Equity Lab National Honor Society Students - The Board and Dr. Battle recognized the students.
- C. TSSAA High School Wrestling Medalists - The Board and Dr. Battle recognized the students.
- D. Antioch High School Faculty & Staff Heroes - The Board and Dr. Battle recognized the staff.
- E. MNPS Service Awards Recipients - The Board and Dr. Battle recognized the recipients.

## **DIRECTOR'S REPORT**

- A. Dr. Battle presented a Grow Together with MNPS - Core Tenet: 4k update to the Board.

## **GOVERNANCE ISSUES**

**Motion to agenda to Rename Brick Church Middle School to Richard H. Dinkins Middle School**

**By Robert Taylor, seconded Cheryl Mayes**

**Vote: 9-0 (unanimous)**

## **PUBLIC PARTICIPATION**

- A. Tom Surface addressed the Board concerning the operating budget.

## **GOVERNANCE ISSUES – continued**

### **Consent**

**a. Minutes – 2.25.2025 – Regular Meeting**

**b. Awarding of Purchases and Contracts**

**1. Genesis Learning Centers**

**2. FieldTurf USA Inc.**

**3. Kiddom, Inc.**

**4. Lightning Towing and Recovery**

**5. Oliver Little Gipson Engineering, Inc.**

**6. WestEd**

**c. Science Textbook Committee Recommendations**

**d. ~~Renaming Brick Church Middle School~~**

**~~Recommendation from Naming of Schools Committee~~**

**e. Board Policy 4.602 Honor Roll, Awards, and Class**

**Ranking – Recommendation from Governance**

**Committee Motion to agenda to adopt agenda as listed.**

**Motion to approve the consent agenda.**

**By Berthena Nabaa-McKinney, seconded TK Fayne**

**Vote: 9-0 (unanimous)**

## **BOARD REPORTS**

- A. Hannah Nguyen, Student Board Member gave a brief overview of her time attending the TSBA SCOPE conference.
- B. Cheryl Mayes presented a brief update on the MNPS Day on the Hill.
- C. Erin O'hara Block gave on brief update on the CGCS Legislative and Legal Policy conference.
- D. Berthena Nabaa-Mckinney gave a brief Budget and Finance Committee Meeting.

## **WRITTEN INFORMATION TO THE BOARD**

- A. Sales Tax Collections as of March 20, 2025

**Freda Player adjourned the meeting at 7:46 p.m.**



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Chris M. Henson  
Board Secretary

Freda Player  
Board Chair

Date

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(1)**

VENDOR:	AbleNet Inc.
SERVICE/GOODS (SOW):	For the provision of assistive technology communication devices to help Pre-K students with functional communication skills and provide accessibility to the curriculum in a general education Pre-K classroom.
SOURCING METHOD:	Sole Source
TERM:	April 23, 2025 through April 22, 2026
FOR WHOM:	MNPS Pre-K Students
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$225,000. Total compensation is based on an estimated yearly amount of \$225,000.
OVERSIGHT:	Exceptional Education
EVALUATION:	Based on the implementation, quality, and effectiveness of the speech devices.
MBPE CONTRACT NUMBER:	7608862
SOURCE OF FUNDS:	State Special Education Preschool Grant

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(2)**

VENDOR:	Anthony N. Harris dba Avenue Construction, LLC
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590112
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(3)**

VENDOR:	Bomar Construction Co., Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590111
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(4)**

VENDOR:	Carahsoft Technology Corporation
SERVICE/GOODS (SOW):	Amendment # 1 increases the contract value. The contract is for the purchase of the Hootsuite Academy industry certification test prep materials and test vouchers.
SOURCING METHOD:	Amendment to a Previously Board Approved Contract
TERM:	April 23, 2025 through January 11, 2027
FOR WHOM:	Academies of Nashville Students
COMPENSATION:	This amendment increases the contract value by \$100,000. Total compensation for this contract is not to exceed \$425,000. Total compensation is based on an estimated yearly amount of \$85,000.
OVERSIGHT:	Career Academies
EVALUATION:	Based on the increase in industry certification participation and pass rate.
MBPE CONTRACT NUMBER:	7525899
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(5)**

VENDOR:	Carter Group, LLC
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590114
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(5)**

VENDOR:	Carter Group, LLC
SERVICE/GOODS (SOW):	For the provision of renovations and additions at Alex Green Elementary School.
SOURCING METHOD:	RFP 387435
TERM:	April 23, 2025 through Project Completion
FOR WHOM:	Alex Green Elementary School
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$6,939,820. Total compensation is based on the Contractor's base bid amount and the inclusion of Alternates 1, 3, 4a, and 4b as shown in Exhibit A.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the construction services provided as well as the adherence to the requested scope of work.
MBPE CONTRACT NUMBER:	7611494
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(6)**

VENDOR:	CEV Multimedia, LLC
SERVICE/GOODS (SOW):	Amendment # 1 increases the contract value. The contract is for the purchase of industry certification test prep materials and test vouchers through icevonline.com.
SOURCING METHOD:	Amendment to a Previously Board Approved Contract
TERM:	April 23, 2025 through October 25, 2027
FOR WHOM:	Academies of Nashville Students
COMPENSATION:	This amendment increases the contract value by \$500,000. Total compensation for this contract is not to exceed \$875,000. Total compensation is based on an estimated yearly amount of \$175,000.
OVERSIGHT:	Career Academies
EVALUATION:	Based on the increase in industry certification participation and pass rate.
MBPE CONTRACT NUMBER:	7541996
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(7)**

VENDOR:	CI Solutions
SERVICE/GOODS (SOW):	For the production and distribution of identification badges for MNPS students and staff.
SOURCING METHOD:	RFP 394392
TERM:	May 13, 2025 through May 12, 2030
FOR WHOM:	MNPS Students and Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$375,000. Total compensation is based on an estimated yearly amount of \$75,000.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the quality and timeliness of the goods and services provided.
MBPE CONTRACT NUMBER:	7612402
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(8)**

VENDOR:	Eduservice, Inc. dba CT3
SERVICE/GOODS (SOW):	To implement and provide a comprehensive professional development program designed to enhance instructional practices and classroom management among school leaders, instructional coaches, aspiring coaches, and teachers. The initial program will be implemented as a pilot program, with the possibility to expand in the future at the sole discretion of MNPS.
SOURCING METHOD:	RFP 389374
TERM:	April 23, 2025 through April 22, 2030
FOR WHOM:	MNPS Teachers and Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$1,000,000. Total compensation is based on an estimated yearly amount of \$200,000.
OVERSIGHT:	Professional Learning and Growth
EVALUATION:	Based on the universal screening (aReading and aMath) and benchmark data being tracked at schools that leverage the program to monitor the return on investment.
MBPE CONTRACT NUMBER:	7611546
SOURCE OF FUNDS:	Operating Budget and Federal Title II Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(9)**

VENDOR:	ETA Hand2Mind
SERVICE/GOODS (SOW):	For the purchase of math curriculum kits and manipulatives for the Promising Scholars summer program.
SOURCING METHOD:	BuyBoard Cooperative Contract 750-24
TERM:	Immediate Purchase
FOR WHOM:	Promising Scholars Students in Grades K-7
COMPENSATION:	Contractor will be compensated in accordance with the quotes provided. Total compensation for this purchase is not to exceed \$226,258.60.
OVERSIGHT:	Extended Learning
EVALUATION:	Based on the quality of the products and delivery timeliness.
MBPE CONTRACT NUMBER:	BuyBoard Cooperative Contract 750-24
SOURCE OF FUNDS:	Operating Budget – Bridge Funding

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(10)**

VENDOR:	Freeland CDJR LLC
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. This contract is for the purchase of parts and services for all MNPS Dodge and Chrysler vehicles.
SOURCING METHOD:	Amendment to a Previously Board Approved Contract
TERM:	April 23, 2025 through June 17, 2026
FOR WHOM:	Transportation
COMPENSATION:	The amendment increases the contract value by \$150,000. Total compensation for this contract is not to exceed \$400,000. Total compensation is based on an estimated yearly amount of \$80,000.
OVERSIGHT:	Transportation
EVALUATION:	Based on the quality of the products and timeliness of services provided.
MBPE CONTRACT NUMBER:	7523369
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(11)**

VENDOR:	Hendrick, Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590116
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(12)**

VENDOR:	Hoffman Broadcast Electronics Engineering, LLC
SERVICE/GOODS (SOW):	For the provision of technical services to support the live broadcast of MNPS high school graduations.
SOURCING METHOD:	RFP 393418
TERM:	April 23, 2025 through April 22, 2030
FOR WHOM:	MNPS High School Students and Families
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$170,082.90. Total compensation is based on an estimated yearly amount of \$34,000.
OVERSIGHT:	Communications and Technology Services
EVALUATION:	Based on the quality of the services provided in adherence with the requested scope of work.
MBPE CONTRACT NUMBER:	7611894
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(13)**

VENDOR:	Infinite Campus, Inc.
SERVICE/GOODS (SOW):	Amendment #4 extends the contract term and increases the contract value. The contract is for the district's Student Information System (SIS).
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through August 30, 2026
FOR WHOM:	MNPS Staff and Students
COMPENSATION:	<p>This amendment increases the contract value by \$850,000.</p> <p>Total compensation for this contract is not to exceed \$9,472,025.</p> <p>Total compensation is based on an estimated yearly amount of \$861,093.18.</p>
OVERSIGHT:	Technology Services
EVALUATION:	Based on the quality of the software in meeting MNPS' functional requirements and the quality and timeliness of the service and support offered.
MBPE CONTRACT NUMBER:	10163
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(14)**

VENDOR:	Insight Public Sector, Inc.
SERVICE/GOODS (SOW):	For the provision of the vendor's xDUID account management module to integrate with MNPS' current employee and non-employee account automation systems. This addition will control account duplication errors and provide a more automated method for onboarding non-employee users of MNPS technology solutions. This purchase covers the use of the software, integration services, and support for four years.
SOURCING METHOD:	Omnia Partners Cooperative Contract 23-6692-03
TERM:	Immediate Purchase
FOR WHOM:	All MNPS Schools and Departments
COMPENSATION:	Contractor will be compensated in accordance with Omnia Partners' cooperative contract pricing.  Total compensation for this purchase is not to exceed \$300,000.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the reduction in duplicate Active Directory (AD) accounts and streamlined onboarding process for non-employees with real-time progress monitoring for the requester.
MBPE CONTRACT NUMBER:	Omnia Partners Cooperative Contract 23-6692-03
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(15)**

VENDOR:	Jarrett Fire Protection, LLC
SERVICE/GOODS (SOW):	For the provision of inspections and related services for kitchen hood fire suppression systems in the school kitchens and/or cafeterias.
SOURCING METHOD:	RFP 393388
TERM:	June 1, 2025 through May 31, 2030
FOR WHOM:	MNPS Nutrition Services Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$170,290.53. Total compensation is based on an estimated yearly amount of \$34,058.10.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the monitoring of timely inspections, reporting on inspections and system tests, and efficiency in repairs and service.
MBPE CONTRACT NUMBER:	7611878
SOURCE OF FUNDS:	Nutrition Services Fund

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(16)**

VENDOR:	Kendall Stage Curtains
SERVICE/GOODS (SOW):	For the provision of stage curtain services and related projects as needed. Projects shall include but are not limited to repair, replacement, and new installation of stage curtains, window curtains, and associated tracks and rigging.
SOURCING METHOD:	RFP 388403
TERM:	April 23, 2025 through April 22, 2030
FOR WHOM:	MNPS Facilities
COMPENSATION:	Contractor will be compensated in accordance with the approved quotation accepted by MNPS for each individual project.  Total compensation for this contract is not to exceed \$1,000,000.  Total compensation is based on an estimated yearly amount of \$200,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7607029
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(17)**

VENDOR:	Lipscomb University
SERVICE/GOODS (SOW):	To partner with MNPS in establishing a Pre-K Integrated Endorsement. This program aims to enable both MNPS paraprofessionals and certified teachers to obtain a Pre-K Integrated Endorsement. The endorsement will help address current vacancies and enhance support for the District's Special Education Pre-K population.
SOURCING METHOD:	Noncompetitive Procurement Authorized by the Tennessee Department of Education
TERM:	January 6, 2025 through January 5, 2030
FOR WHOM:	MNPS Paraprofessionals and Teachers
COMPENSATION:	<p>Contractor will be compensated in accordance with the Statement of Work per cohort approved by MNPS prior to the start of each semester.</p> <p>Total compensation for this contract is not to exceed \$450,000.</p> <p>Total compensation is based on an estimated amount per cohort of \$90,000.</p>
OVERSIGHT:	Exceptional Education
EVALUATION:	Based on the timeliness of the participating paraprofessionals and teachers to gain their Special Education Pre-K endorsement.
MBPE CONTRACT NUMBER:	7603682
SOURCE OF FUNDS:	State Special Education Preschool Grant

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(18)**

VENDOR:	MTLC Incorporated
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590113
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(19)**

VENDOR:	Orion Building Corporation
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of indefinite delivery/indefinite quantity (IDIQ) construction services for various construction projects across the district.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	<p>This amendment increases the contract value by \$1,000,000.</p> <p>Total compensation for this contract is not to exceed \$3,000,000.</p> <p>Total compensation is based on an estimated yearly amount of \$500,000.</p>
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided on a project-by-project basis.
MBPE CONTRACT NUMBER:	7590115
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(20)**

VENDOR:	ParentSquare, Inc.
SERVICE/GOODS (SOW):	For the continued provision and support of the “Remind” two-way messaging platform with the option to implement, provide, and support its “ParentSquare” two-way messaging platform.
SOURCING METHOD:	RFP 378391
TERM:	August 25, 2025 through June 30, 2029
FOR WHOM:	MNPS Students and Staff
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$714,000. Total compensation is based on an estimated annual amount up to: Year 1: \$170,000 Year 2: \$170,000 Year 3: \$187,000 Year 4: \$187,000
OVERSIGHT:	Communications
EVALUATION:	Based on the quality of the platform and ongoing support offered.
MBPE CONTRACT NUMBER:	7600400
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(21)**

VENDOR:	PowerSchool Group LLC
SERVICE/GOODS (SOW):	Amendment #1 extends the contract term and increases the contract value. The contract is for a professional learning management system.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	April 23, 2025 through June 30, 2028
FOR WHOM:	All MNPS Employees and Schools
COMPENSATION:	<p>This amendment increases the contract value by \$420,000.</p> <p>Total compensation for this contract is not to exceed \$1,170,000.</p> <p>Total compensation is based on an estimated yearly amount of \$260,000.</p>
OVERSIGHT:	Professional Learning and Growth
EVALUATION:	Based on the quality of the ongoing professional learning training with feedback climate survey and system analytics aligned to professional learning indicators.
MBPE CONTRACT NUMBER:	7573155
SOURCE OF FUNDS:	Operating Budget

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(22)**

VENDOR:	REA Controls, Inc.
SERVICE/GOODS (SOW):	For the provision of system integration, programming, monitoring, field repair service, and remote technical support for building management systems throughout the district.
SOURCING METHOD:	RFP 393409
TERM:	April 23, 2025 through April 22, 2030
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$2,500,000. Total compensation is based on an estimated yearly amount of \$500,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided as well as the adherence to the requested scope of work.
MBPE CONTRACT NUMBER:	7610992
SOURCE OF FUNDS:	Capital Funds

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(23)**

VENDOR:	The Bruman Group, PLLC dba Brustein and Manasevit
SERVICE/GOODS (SOW):	For the provision of educational and legal consulting services on topics related to the federal education programs of the Elementary and Secondary Education Act (ESEA). Consulting and the provision of professional development services would be focused on but not limited to: the General Education Provisions Act (GEPA), Uniform Grants Guidance (UGG), Education Department General Administrative Regulations (EDGAR), federal grants management, compliance, United States Department of Education (USDOE) monitoring findings, time and effort, Personnel Activity Reports (PARs), and more. Intended participants and recipients of training would include MNPS Federal Programs Department staff members, other MNPS grant managers, and additional MNPS departments (i.e. Procurement) as needed.
SOURCING METHOD:	QBS 393424
TERM:	May 1, 2025 through April 30, 2030
FOR WHOM:	MNPS Staff
COMPENSATION:	Contractor will be compensated in accordance with Section 2.2 of the Contract. Total compensation for this contract is not to exceed \$250,000. Total compensation is based on an estimated yearly amount of \$50,000.
OVERSIGHT:	Strategic Investments
EVALUATION:	Based on the quality, accuracy, and timeliness of the professional development trainings and consulting services as well as feedback from participants.
MBPE CONTRACT NUMBER:	7610988
SOURCE OF FUNDS:	Federal Funds – Every Student Succeeds Act (ESSA)/Elementary and Secondary Education Act (ESEA)

**GOVERNANCE ISSUES – ACTIONS – CONSENT**

**A.1.b.(24)**

VENDOR:	The Center for International Learning dba Participate Learning
SERVICE/GOODS (SOW):	For the provision of professional development, coaching, and training for bilingual education for teachers and administrators.
SOURCING METHOD:	Noncompetitive Procurement Authorized by the U.S. Department of Education
TERM:	April 23, 2025 through April 22, 2030
FOR WHOM:	MNPS Magnet School Teachers and Administrators
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$381,500. Total compensation is based on an estimated yearly amount of \$76,300.
OVERSIGHT:	Magnet Schools
EVALUATION:	Based on the MSAP grant's performance measure and project objectives that include bi-annual progress monitoring reported to the U.S. Department of Education.
MBPE CONTRACT NUMBER:	7612096
SOURCE OF FUNDS:	Magnet Schools Assistance Program Grant

# **Charter School New Start Charter Applications**

Presented by the MNPS Charter Schools Office

April 22, 2025



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

New Start Charter Application	Proposed Grade Span	Proposed Enrollment
The Rock Academy	9-12	333
The Forge	6-12	825
*Rocketship TN #5	K-5	576

# Board Action Options

**Approve or deny new start charter applications.**

**Note:** T.C.A. 49-13-108(3)B states upon receipt of the grounds for denial, the sponsor has thirty days from receipt to submit an amended application to correct the deficiencies.

The LEA will have sixty days from receipt of an amended application to deny or to approve the amended application.

# MNPS Office of Charter Schools

Provides oversight of 26 charter schools authorized by the LEA

Leads the authorization and new start application process

Coordinates internal and external experts to review each new start application and presents evidence findings to the MNPS Board of Education

# New Start Application Review Process Objectives



Evaluate the new start application using the published evaluation criteria from TDOE



Incorporate capacity interview responses within the rating determination

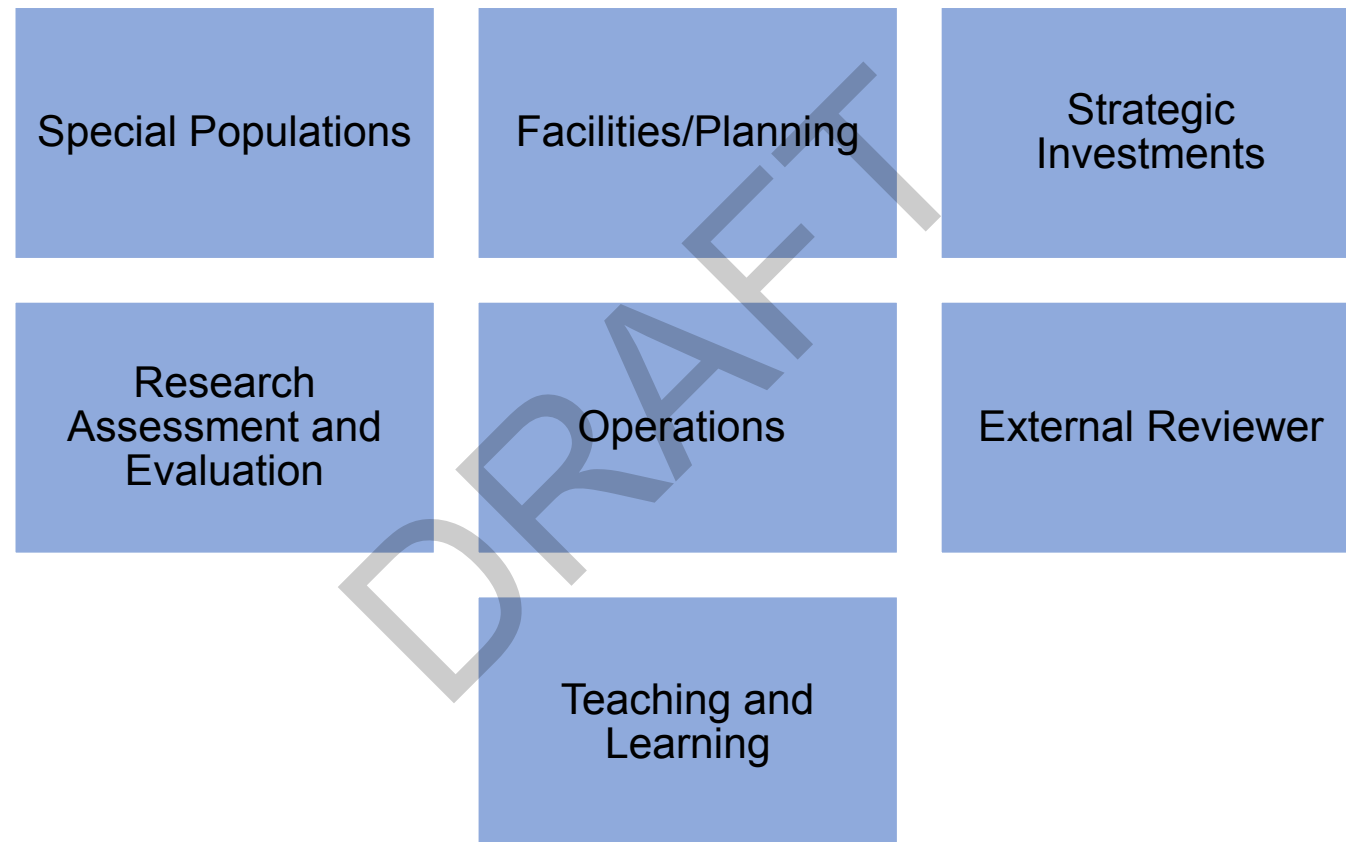


Rate each section using the TDOE rating standards of **Meets or Exceeds**, **Partially Meets**, and **Does Not Meet Standard**



Reach a consensus among the review team regarding the rating of each section in the new start application

# Review Team Members



# TDOE New Start Application Sections

Academic Plan  
and Design

Operations Plan  
and Capacity

Financial Plan  
and Capacity

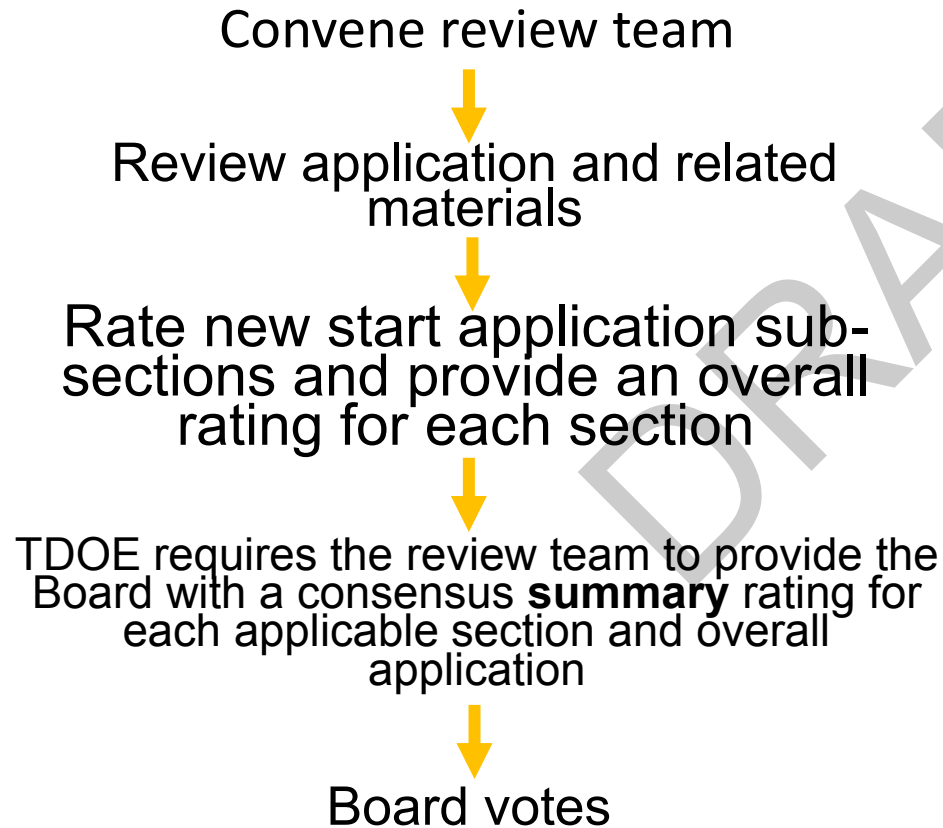
Portfolio Review  
and  
Performance  
Record

# TDOE Rating Guidance for New Start Applications

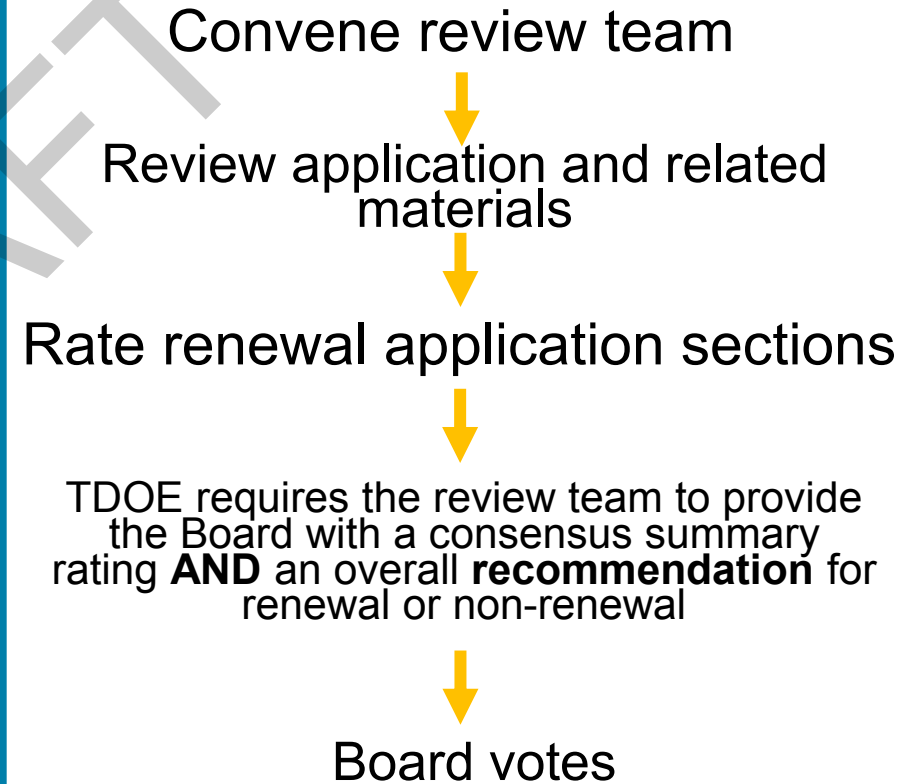
Rating	Characteristics
Meets or Exceeds Standard	The applicant's response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals of the school. The response includes specific and accurate information that shows thorough preparation.
Partially Meets Standard	The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

# Charter Applications Review Process

## NEW START



## RENEWAL



# The Rock Academy School Proposal

Grades	9-12
Enrollment	333
Location/Zone	Nashville Area

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Design	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 1.8 Special Populations** – *The response describes the process for identifying English learners in compliance with SBE Rule 0520-01-19-.03*

**Application Deficiency:** The application included multiple service models that did not align with the requirements in accordance with State Board Rule regarding the identification process for English learners.

**Rubric Section: 1.8 Special Populations** – *The response explains how the school will determine the appropriate diploma type for the students with disabilities and ensures that students are not precluded from earning a traditional high school diploma.*

**Application Deficiency:** The application did not adequately address the diploma pathways or how the proposed charter school would ensure that students, particularly those with disabilities, would meet the necessary criteria for graduation as outlined in Tennessee's educational policies and law.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.2 Facilities:** *The response presents a realistic timeline for facility selection, renovation, inspections, and occupation.*

**Application Deficiency:** The proposed construction timeline in the application did not include required permitting processes or account for current industry lead times for materials, which would delay project completion, thus making it unrealistic.

**Rubric Section: 2.4 Personnel/Human Capital:** *The response detailed compensation packages, benefits, and incentive structures that are competitive with local district salaries, designed to attract and retain high-performing teachers.*

**Application Deficiency:** The salary information provided in the application did not include additional compensation packages, benefits, or incentive structures that demonstrated a clear strategy for attracting and retaining high-performing teachers.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.6 Transportation:** *The response provides a clear plan for daily student transportation (if applicable), including transportation for extracurricular activities, field trips, and other applicable events. It outlines budgetary assumptions and addresses the financial impact of transportation services on the overall budget.*

**Application Deficiency:** The application did not provide sufficient detail about Career and Technical Education (CTE) programming or student transportation plans, including transportation for students from across the district. As a result, the application did not provide enough information to determine whether the associated budgetary assumptions are accurate or whether the financial impact of transportation services had been addressed.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 3.1 Operating Budget** *The operating budget includes all anticipated revenues and expenditures for the first five years of operation, with reasonable assumptions that reflect start-up and operational costs, including staffing, enrollment, and facilities.*

**Application Deficiency:** The application did not include sufficient detail regarding the plan to transition to a permanent facility in year five and lacks a clearly defined funding strategy to support this transition. As a result, the operating budget did not build a fiscally sustainable budget to include anticipated facility-related expenditures over the first five years of operation.

**Application Deficiency:** The financial plan did not account for tenant improvement costs beyond year zero, and the supply budget did not reflect adjustments for inflationary increases in year four. As a result, the operating budget did not fully capture anticipated expenditures over the first five-year period.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Portfolio Review & Performance Record	N/A

# The Rock Academy Ratings

Review Team Findings	Meets or Exceeds	Partially Meets	Does Not Meet	N/A
Academic Plan and Design		X		
Operations Plan and Capacity		X		
Financial Plan and Capacity		X		
Portfolio Review & Performance Record				X
Overall Application Rating		X		

# Board Vote

# The Forge

Grades	6-12
Enrollment	825
Location/Zone	Donelson/Hermitage Area

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Design	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 1.4 School Calendar and Schedule:** *The proposal for additional academic programs such as Saturday school, summer school, remediation, or acceleration programs is reasonable, and the response included the duration, hours per week, student identification methods, mandatory participation requirements (if applicable), and the resources needed for these programs.*

**Application Deficiency:** The application did not provide sufficient detail on the resources needed to support the proposed additional academic programming, such as transportation, supplies, and funding. As a result, the application lacked the necessary information for feasible and sustainable programs.

**Rubric Section: 1.5 Recruitment and Enrollment:** *The response described the community's demand and need for the proposed school, detailing how this demand was identified. It explains how the educational options offered by the proposed school differ from those available in the geographic region.*

**Application Deficiency:** The application did not account for the opening of another charter school in the area in 2025–2026 school year, which includes a middle school and had not opened due to low enrollment and facility challenges, demonstrating there is not a demand for a school in this area. Additionally, the analysis did not consider the impact of transitioning 5th grade from middle schools nor included the two existing middle schools within the same cluster, limiting the accuracy of the assessment of community demand and need.



# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.2 Facilities** *The response lists properties considered for the school or describes steps taken to confirm suitable facilities if no property has been identified.*

**Application Deficiency:** The application did not provide sufficient detail to assess the viability of the contingency plan for alternative facilities, such as short-term leases or partnerships with nearby schools, limiting the ability to determine whether appropriate steps had been taken to secure a suitable facility.

**Rubric Section: 2.3 Start-Up Plan** *The response identifies potential challenges in the start-up process and presents realistic, well-thought-out strategies to address these challenges, ensuring the school opens on time.*

**Application Deficiency:** The start-up plan did not consistently identify responsible individuals for key tasks, often defaulting to the executive director, which is ineffective. Additionally, the timeline omitted several prerequisite steps necessary for task completion, making the overall start-up schedule not realistic and impractical.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.6 Transportation** *The response provides a clear plan for daily student transportation (if applicable), including transportation for extracurricular activities, field trips, and other applicable events. It outlines budgetary assumptions and addresses the financial impact of transportation services on the overall budget.*

**Application Deficiency:** The transportation plan and associated budget in the application lacked detail to determine how the applicant would meet the transportation needs of all students. The application did not clearly address daily transportation, extracurricular activities, or the financial impact of these services on the overall budget.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 3.1 Operating Budget:** *The operating budget includes all anticipated revenues and expenditures for the first five years of operation, with reasonable assumptions that reflect start-up and operational costs, including staffing, enrollment, and facilities.*

**Application Deficiency:** The application did not include adequate funding for tenant improvements, student supplies, and renovation costs. As a result, the operating budget did not fully reflect the start-up and operational expenditures required over the first five years.

**Rubric Section: 3.2 Operation Narrative:** *If applicable, the response explains the plan to outsource financial management areas such as payroll, benefits, audits, and fundraising, providing details on contractor selection and oversight. It also describes the financial expertise of the school's internal and external team members.*

**Application Deficiency:** The budget narrative indicated limited financial expertise at the school level during Years 0–2, as financial responsibilities would be managed by the Executive Director and Community Operations Director in coordination with the GT3 Group. A dedicated financial director was not outlined in the application for hire until Year 3, limiting internal financial capacity in the early years of operation.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Portfolio Review & Performance Record	N/A

# The Forge School Ratings

Review Team Findings	Meets or Exceeds	Partially Meets	Does Not Meet	N/A
Academic Plan and Design		X		
Operations Plan and Capacity		X		
Financial Plan and Capacity		X		
Portfolio Review & Performance Record				X
Overall Application Rating		X		

# Board Vote

# Rocketship TN #5 Elementary

Grades	K-5
Enrollment	576
Location/Zone	Antioch/Cane Ridge Clusters

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Design	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 1.5 Recruitment and Enrollment:** *The response described the community's demand and need for the proposed school, detailing how this demand was identified. It explains how the educational options offered by the proposed school differ from those available in the geographic region.*

**Application Deficiency:** The application did not provide a sufficient rationale for selecting the targeted area and did not clearly demonstrate the need for a new school to serve a population already served by an existing Rocketship school. Additionally, the response did not account for other charter schools currently operating or projected to open in the area, limiting the assessment of community demand and differentiation from existing educational options.

**Rubric Section: 1.8 Special Populations:** *The response describes the process for identifying English learners in compliance with SBE Rule 0520-01-19-.03.*

**Application Deficiency:** The service models, English learner proficiency standards, and assessment frameworks outlined in the application did not fully comply with State Board Rule regarding the identification of English learners.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.2 Facilities:** *The response describes the facility needs based on the academic focus, academic plan, and projected enrollment. It provides details on specific requirements for classrooms, common areas, specialized spaces, and overall square footage. The explanation covers how the facility and tenant improvement costs were determined and incorporated into the operating budget.*

**Application Deficiency:** The facility plan and associated cost estimates provided in the application were below the construction funding allocations typically budgeted and were based on past construction experiences that did not account for current requirements, including the addition of storm shelters required by state law. As a result, the facility cost assumptions did not reflect the actual costs needed to meet current building standards and programmatic needs.

**Rubric Section: 2.9 Network Vision, Growth Plan and Capacity:** *The response details past replication efforts, including successes, challenges faced, and how they were addressed. It lists any schools that failed to open or remain open and explains how the network will ensure the success of future schools.*

**Application Deficiency:** The application did not explicitly address the reasons for the denial of the renewal application for Rocketship Northeast therefore not explaining how the network would apply lessons learned to ensure the success of the proposed new start school. As a result, the response did not fully meet the requirement to detail past challenges and how they would have been addressed.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 2.10 Network Governance:** *The response provides a clear description of the governance structure at the network level and how it relates to each individual school. It details whether a single network board governs multiple schools or if each school has an independent board.*

**Application Deficiency:** While the applicant stated they would be governed by RSED-TN and partner with RSED National Board, the relationship between Rocketship National, Rocketship TN, and Rocketship CMO was not clear in the application to determine the viability of the organizational structure.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 3.2 Operation Narrative:** *The response outlines all revenue assumptions, explaining the methodology for each.*

**Application Deficiency:** The budget narrative assumed an annual expense growth rate of 1%, which is below the current average growth rate. As a result, the revenue and expenditure assumptions do not accurately reflect the cost increases over time.

**Rubric Section: 3.3 Network Financial Plan:** *The response clearly describes the fiscal health of other schools in the network, disclosing any schools that have been subject to financial enforcement actions, including audits, fiscal probation, default, or bankruptcy. It provides an explanation of the circumstances surrounding these actions.*

**Application Deficiency:** The budget narrative did not specify which schools in the network portfolio were included in the analysis, limiting the ability to fully assess the fiscal health of the network. Without this information, it is not possible to determine whether the response meets the requirement to disclose and explain any financial enforcement actions affecting network schools.

# Evidence Findings

CATEGORY	REVIEW TEAM RATING
Portfolio Review & Performance Record	Partially Meets Standard

## Examples of evidence noted by the review team:

**Rubric Section: 4.3 Fiscal and Operational Performance Record:** *The response provides clear evidence showing the sponsor's or charter management organization's success in improving student academic achievement and growth.*

**Application Deficiency:** The application did not provide sufficient evidence that the charter management organization (CMO) has a consistent record of improving student academic achievement and growth within the network of schools based on the prior performance record noted below:

- **(2018)** The decision to delay and not open a school in Washington D.C. based on the inability to find a suitable and affordable facility
- **(2018)** The network closure of Rocketship Partners Prep in the Tennessee Achievement School District due to low enrollment
- **(2019)** The new start application denial of Rocketship Dream by the MNPS School Board
- **(2023)** The non-renewal of Rocketship Northeast by the MNPS School Board due to academic underperformance

# Rocketship TN #5 Elementary Ratings

Review Team Findings	Meets or Exceeds	Partially Meets	Does Not Meet	N/A
Academic Plan and Design		X		
Operations Plan and Capacity		X		
Financial Plan and Capacity		X		
Portfolio Review & Performance Record		X		
Overall Application Rating		X		

# Board Vote

# Charter New Start Application Review Team Findings

## The Rock Academy Proposed Model: Opportunity Charter School

<b>Grades</b>	9-12
<b>Enrollment</b>	333
<b>Location/Zone</b>	Nashville, TN - The Rock Academy is submitting a proposal to establish a public Opportunity Charter School aimed at serving at-risk students, as defined in the newly enacted legislation (HB2922-SB2820), across the city of Nashville

Submitted April 22, 2025



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

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Overall Rating	16

## Section 1: New Start Application Overview

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### ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
- Converting a traditional public school to a charter school

Tennessee law limits who may sponsor a charter school and prescribes what type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a public charter school in Tennessee. Pursuant to T.C.A. § 49-13-106, a charter school shall not be granted to a for-profit corporation, a nonpublic school, as defined in T.C.A. § 49-6-3001, or other private, religious, or church school.

On or before February 1st, preceding the year in which the proposed public charter school plans to begin operation, the sponsor seeking to establish a public charter school shall prepare and file with the authorizer and the department of education an application using the application template developed by the Tennessee Department of Education.

**T.C.A. 49-13-108** - Approval or denial of public charter school application by public charter school authorizer.

The Evidence Findings presented to the board to consider in the recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews.

Reviewers will score each of the subsections under the four categories (Academic Plan and Design, Operations Plan and Capacity, Financial Plan and Capacity, Portfolio Review and Performance Record). A reviewer's subsection scores for a category shall be considered collectively to determine the summary rating for that category.

For an application to be deemed eligible for approval, the summary ratings for all applicable categories must be "Meets or Exceeds the Standard." Thus, a single score of a "Does Not Meet Standard" or "Partially Meets Standard" on a subsection of a category does not necessarily prevent an otherwise satisfactory category from being scored a "Meets or Exceeds the Standard" overall. The totality of evidence reviewed should determine the overall score for each category.

## Section 2: The Evaluation Process

---

### THE REVIEW COMMITTEE

To ensure our review team consisted of cross departmental experts, MNPS appointed a core team specifically trained to assess the quality and sustainability of a proposed school. Individuals with specific expertise in Special Education, English Language Learners, Business and Finance, Curriculum, Facilities, Strategic Investments and Operations review each application to provide the needed expertise

in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of eleven (11) people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Executive Director of School Support
- Executive Director of Student Services
- Coordinator of English Learners
- Director of Exceptional Education
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Partner School Budget Strategy
- External Reviewer

## RATINGS AND CRITERIA

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (Tenn. Code Ann. § 49-13-116), and “scoring criteria addressing the elements of the charter school application” (State Board of Education Rule 0520-14-01-.01(1)).

Additionally, the State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

This evaluation guide is divided into subsections that correspond to the sections of the charter creation application. Each subsection identifies indicators of a strong response that authorizers should use to evaluate the sponsor’s narrative responses. Evaluators will apply evaluation ratings to each subsection and overall section using the qualitative ratings listed in the following table.

RATING CHARACTERISTICS	
RATING	CHARACTERISTICS
Meets or Exceeds the Standard	The applicant’s response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals 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 or more areas.
Does Not Meet Standard	The applicant's response is incomplete, demonstrates lack of preparation, does not align with the mission and goals of the school, or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

## EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Charter Schools Office evaluation process is based off the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The MNPS Charter Schools Office oversees the review process and supports the committee. The review committee evaluates the new start application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the MNPS Charter Schools Office. Each section is given a rating of Meets or Exceeds Standard, Partially Meets Standard, or Does Not Meet Standard. The specific criterion for each standard is described in Section 3.

The analysis of the new start application is based on four categories:

- Academic Plan and Design
- Operations Plan and Capacity
- Financial Plan and Capacity
- Portfolio Review and Performance Record

This report includes a summary of evidence justifying the review team's scores and the applicant's responses to the capacity interview. The report indicates the review team's consensus rating for each evaluation category in Section 3.

## Section 3: The Ratings

### SUMMARY RATING

There are three ratings (Meets or Exceeds, Partially Meets, or Does Not Meet). The committee's evidence findings are outlined on the following pages.

**THE MNPS REVIEW COMMITTEE'S RATINGS**  
The Rock Academy

CATEGORY	OVERALL RATING
Academic Plan and Design	Partially Meets Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Not Applicable
Overall Rating	Partially Meets Standard

## ACADEMIC PLAN AND DESIGN

### The Criteria

According to the state’s rubric, the review committee should consider if the application addresses the characteristics of a strong response for Academic Plan and Design in the following subsections:

1. School Mission and Goals
2. Academic Focus and Performance Standards
3. Assessments
4. School Calendar and Schedule
5. Recruitment and Enrollment
6. Parent and Community Engagement and Support
7. School Culture and Discipline
8. Special Populations
9. Conversion Charter School Planning

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the Academic Plan and Design section **Partially Meets Standard**.

**1.1 School Mission and Goals:** The Rock Academy proposes the first Opportunity Public Charter School, defined by Tennessee Code Annotated (T.C.A.) 49-13-104 as “serving grades six through twelve with at least 75% at-risk students at the time of enrollment”. According to Section 1, “at-risk student” is defined as a student who, at the time of enrollment in an opportunity public charter school, is a member of a family with a household income that does not exceed four hundred percent (400%) of the federal poverty level, and meets at least one (1) of the following criteria:

- (A) The student has dropped out of school without obtaining a high school diploma or a high school equivalency credential;
- (B) The student has been adjudicated as a juvenile delinquent or is awaiting disposition of charges that may result in adjudication as a delinquent;

- (C) The student has previously been detained or incarcerated in a juvenile detention center;
- (D) The student has been retained at least twice in any of the grades kindergarten through eight (K-8), or the student is one (1) or more years behind in obtaining the credit required for promotion to the next grade level or to graduate from high school in four (4) years with the student's cohort;
- (E) The student is chronically absent, as defined in Tennessee's Every Student Succeeds Act (ESSA) plan established pursuant to the Every Student Succeeds Act (20 U.S.C. § 6301 et seq.);
- (F) The student is pregnant or a parent, as defined in § 49-1-903;
- (G) The student has a documented substance abuse issue; or
- (H) The student has experienced circumstances of abuse or neglect.

Based on this definition, the applicant's mission is to re-engage disconnected youth in grades 9-12, ensuring their success in post-secondary pathways that align with their educational needs.

The applicant sets four specific goals: attendance, graduation rate, college and career readiness, and achievement and growth. These goals align with state accountability systems and the authorizer's performance framework. Most goals have specific, measurable outcomes supported by data, though postsecondary enrollment goals lack measurable outcomes to demonstrate student preparedness for career and college opportunities.

The Rock Academy outlines a process for setting, monitoring, and revising goals, including data points and review frequency. The applicant plans to work with the state to research and gather data on effective strategies. Innovations and unique features are based on research about why students struggle in traditional settings, focusing on belonging, safety, engagement, housing, transportation, and basic needs. The applicant aims to address these through whole child design, emphasizing belonging, flexibility, and relevance.

The innovations for The Rock Academy include a later start and end time (9:30 AM-4:30 PM), a focus on chronic absenteeism, relevant CTE pathways, and a one-stop-shop for students and families. While the adjusted start and end times are unique, there are concerns about how the adjusted time will impact students' participation in high school sports and after-school work opportunities. Additionally, not all of the innovations demonstrate an alignment with the school's mission and the needs of the target population and similar services described in the application are not innovative as they are offered in MNPS, which are highlighted on the chart below:

<b>Key Identified Supports and Services</b>	<b>LEA (Metro Nashville Public Schools) Offerings</b>	<b>Applicant (The Rock Academy) Proposed Offerings</b>
Positive Behavioral Interventions and Supports	X	X
Restorative Practices	X	X
Personalized Behavior and Therapeutic Supports beyond PBIS and Restorative Practices	X	
MNPS Discipline Matrix for processes and procedures	X	X

Well-defined supports for special populations	X	
Simon Youth Foundation	X	
Alternative Learning Centers	X	
Special Day Schools Model	X	
Transition Programs	X	
Board Certified Behavior Analyst (BCBA) and specialized therapeutic services	X	
Adequate staffing for low-incidence	X	
Model is to return students to Least Restrictive Environment (LRE)	X	
Clear alignment to national SEL models	X	
Student handbook with a clear plan for behavior processes and supports	X	
Comprehensive plan for SEL and academic integration	X	
Transportation Plan for special populations	X	X
Career and Technical Education (CTE) Classes	X	X
On-site CTE Classes	X	
Full Kitchen for Nutrition Services and space for Physical Education	X	
9:30AM Start Time		X
TEAMS Model for Teacher Evals	X	X
Plan for Summer School Remediation	X	X

Finally, the applicant's goal for continuous enrollment aligns with TDOE's Opportunity School's proposed accountability framework, but it does not align with the district's goal regarding the return of students to the least restrictive environment.

**1.2 Academic Focus and Performance Standards:** The Rock Academy's academic focus aligns with its mission and goals, providing a comprehensive academy design framework and detailing potential schedules and course offerings. The academic focus centers on mastery-based learning, social-emotional learning, and Career and Technical Education (CTE). The academic plan includes design elements such as house systems, Restorative Practices, responsive use of class time, and one-stop-shop services.

As previously indicated, the educational philosophy is rooted in Whole Child Design, emphasizing a safe and belonging environment, rich learning experiences, skill development in academic and social-emotional areas, and integrated support systems to address student and family needs. Data and research

support the academic plan's effectiveness for the target population and the key design elements and practices. The mastery-based model creates space for intervention and remedial support, allowing for leveled assignments and individualized support. The staffing model provides opportunities each week for students to receive blocks of support, either in an extended literacy block or during the weekly flex period.

While the applicant addresses the need to close gaps and address underperformance, the information provided focuses on gap closure and intervention without detailing how students will achieve grade-level standards to ensure the academic plan will be effective. The course offerings align with state graduation requirements and include how the applicant will establish Early Postsecondary Opportunities (EPSO) and work-based learning opportunities through Career and Technical Education (CTE). However, the applicant proposes Algebra and English A and B courses to cover the entire year without describing a mastery-based approach to meet the needs of students who can complete the courses in one semester. Additionally, the applicant will seek a waiver for fine arts and World Language credits to expand and enhance the elective focus, but this is a waiver that will only be approved by the LEA on an individual student basis so more information is needed on how the applicant intends to provide these credits for the general student population.

An evidence-based literacy program with targeted interventions and regular progress monitoring will begin with universal screeners to identify students' incoming performance levels. Any student scoring below a 4th-grade level in literacy will take a year-long remedial literacy course led by the interventionist during the afternoon flex block. However, there is no clear plan for helping at-risk student beyond remedial and supplemental materials used for intervention to ensure they will stay on track for graduation.

Additionally, the applicant's plan for EPSOs and work-based learning (WBL) opportunities lacks detail and the plan does not adequately address the staffing and partnerships needed for CTE courses to ensure they have a sound academic plan.

**1.3 Assessments:** The Rock Academy provides a layered assessment approach based on frequency and cadence, including examples of how each layer is implemented. However, the assessment plan does not include required state testing training and administration to ensure compliance.

The plan for collecting and analyzing data throughout the year involves common collaborative planning time in the daily schedule for grade-level teachers to review individual, grade-level, and content-specific data. Professional development and individualized coaching support related to analyzing assessment data occur during the summer and continue with ongoing training throughout the year, including training around data fluency.

**1.4 School Calendar and Schedule:** The applicant provides a calendar that aligns with Tennessee's minimum statutory requirements; however, more details are needed about the daily schedule to determine if the instructional time meets the requirements for stockpiled days. Additionally, the schedule is missing some state-required courses.

The proposed academic calendar and daily schedule aim to optimize student learning through intervention, tutoring, extended blocks, skinny blocks, and weekly flex blocks. The instructional time aligns with the applicant's priorities of student belonging such as house systems, SEL, team building,

and restorative practices. The applicant details the proposed extracurricular activities, including after-school programming and summer school for credit recovery or CTE experiences. However, the information provided is insufficient to understand the CTE partners, CTE pathway courses, and learning experiences during and beyond the school day.

**1.5 Recruitment and Enrollment:** The Rock Academy's recruitment efforts focus on chronic absenteeism based on data from nine MNPS schools that earned a D or F in that category on the SY23-24 State Report Card. The applicant uses heat maps of SNAP benefit recipients to target recruiting efforts on the target student population. While the applicant strategically focuses on the targeted student population, how the educational options offered will significantly differ from those provided by MNPS is not described, such as Simon Youth Academies and other options previously indicated in Section 1.1.

Although the enrollment summary details are provided, the plan for low attrition is most likely unrealistic, as traditional charter schools historically struggle to attract students in their first few years of operation. Due to the unique model of the school, the applicant does not provide a sound contingency plan if enrollment projections fall short. Additionally, the enrollment dates do not align with district choice timelines which can create hardships for families.

The applicant outlines a strategic recruitment approach by reaching out to agencies and community organizations where families and eligible students gather. A staffing plan is provided that identifies recruitment and enrollment tasks, responsible parties, and compensation. However, the recruitment task list lacks sufficient details to determine if it will drive student recruitment. Because of this, there are concerns that recruitment mainly relies on community groups to make student referrals.

**1.6 Parent and Community Engagement and Support:** The Rock Academy conducted two phases of stakeholder feedback over a 2-year period. The applicant connected with families in the community to understand their challenges, engaged with organizations that interact with families and students, and acted on the collected information to form relationships and partnerships. The applicant provides evidence of support, including letters from 9 parents, 34 community leaders, 6 school-based partner organizations, 14 youth and social work agencies, 7 educators, and 5 charter board members. Despite this strong evidence, there is concern about the likelihood of enrolling 88 ninth graders in Year 1, as there is a lack of sufficient evidence of support from prospective parents.

The Rock Academy has a sound plan to survey parents to identify needed supports, using home language surveys (HLS) to determine needs for parent and community literature translations. The applicant outlines partnerships with various organizations, including Communities in Schools, Diverse Learners Cooperative, Martha O'Bryan Center, Modern Classrooms Project, Newark Opportunity Youth Network, Pathways Kitchen, Tennessee Colleges of Applied Technology (TCAT) Nashville, Urban Dove, and Youth Villages. While these partnerships are strong, there is a lack of detail regarding the distribution of resources and strategies for addressing barriers to resources for the specific target population.

**1.7 School Culture and Discipline:** The Rock Academy intends to serve students who have experienced chronic absenteeism, with a mission to reengage disconnected youth through collaborations with families and community organizations. The applicant proposes using PBIS, Restorative Practices, house systems, and core values to promote a positive academic environment, following the MNPS

Discipline Matrix and disciplinary processes and procedures. Feedback will be given to students to build awareness and proficiency in explicit skills.

While the vision for a positive academic environment is clear, the details and staffing related to implementation are not demonstrated. The professional learning plan for SEL and Academic Integration is not comprehensive. The applicant proposes a design for teachers, students, and families to create and sustain the intended school culture for all stakeholders. However, the design lacks evidence of implementation strategies and progress monitoring. The student handbook reflects the MNPS discipline matrix, which includes legally sound policies for students and families based on MNPS' schools of zone resources. However, many policies in the student handbook are not comprehensive enough to determine if the applicant will effectively address the unique needs of the targeted student population.

**1.8 Special Populations:** The applicant outlines the Executive Director's extensive experience supporting students with disabilities and establishes staffing for Exceptional Education (EE) and English Learner (EL) support, detailing roles and responsibilities for staff providing support and instruction to these populations. Plans include hiring teachers with dual certification for general education teachers in EL and EE; however, there are concerns that a reliable contingency plan is not provided since there is a very limited selection of candidates for this type of certification. While the staffing model may meet the needs of the targeted student population in Year 1 for EL students, it is not adjusted for sufficient staffing Year 2.

The process for identifying students with disabilities is provided, with a timeline aligned with TDOE for processing referrals. The Rock Academy will offer a continuum of services for students with disabilities in the least restrictive environment (LRE), ensuring pull-out services do not interfere with core instruction. A certified special educator will be hired to provide services to students with low-incidence disabilities.

There is a clear plan for monitoring and evaluating the progress of students with disabilities through formative and summative assessments, tracking individualized Education program (IEP) goals using norm-referenced assessments, tracking progress toward transition goals, and reviewing IEPs annually. Students with disabilities will have the opportunity to earn a traditional high school diploma, occupational diploma, or special education diploma, though an understanding of the diploma types for special populations is not demonstrated.

The Rock Academy describes the process for identifying English learners, including the Home Language Survey (HLS) and Non-English Language Background (NELB) assessment. The staffing plan is based on a student body of 29% English Learners, using district demographic data. The applicant will prioritize hiring teachers with dual certification and support those without ESL certification through mechanisms like connecting them to ESL programs, providing financial assistance, and offering incentives for obtaining dual certification.

The Student Supports Coordinator will onboard EL and SWD students and ensure compliance with their services. The schedule includes daily collaboration with staff members to provide services outlined in individualized learning plans (ILP). Students may receive services in one-on-one settings, small groups, or whole class instruction. Service delivery models listed include Sheltered English Instruction, Specially Designed Academic Instruction in English (SDAIE), Push-in English Instruction, Pull-Out English Instruction, and Structured English Immersion. While the response details EL service models,

some are not fully aligned with current state guidelines and an understanding of the service models is not demonstrated. The plan for ILP management lacks full detail on the required components to ensure compliance with state requirements.

The Rock Academy will implement Response to Intervention (RTI) identification for at-risk students, consisting of universal screeners for reading and math, early warning systems, data analysis, and data-driven decisions. The applicant plans to implement an early warning system to collect data on giftedness indicators. A special educator will serve as the case manager for gifted students, or a consultation model will be used. Progress monitoring will be provided as described for other students with IEPs; however, the instructional program for intellectually gifted students is not provided so it cannot be determined if it will be successful.

### **1.9 Conversion Charter School Planning:** Not Applicable

To restate, the review team consensus determined the section **Partially Meets Standard**.

## **OPERATIONS PLAN AND CAPACITY**

### **The Criteria**

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Facilities
3. Start-Up Plan
4. Personnel/Human Capital
5. Professional Development
6. Transportation
7. Additional Operations
8. Charter Management Organization (if applicable)
9. Network Vision, Growth Plan, & Capacity (if applicable)
10. Network Governance (if applicable)
11. Network Management and Personnel (if applicable)
12. School Replication (if applicable)

### **Evidence Findings**

The review team found the following strengths and concerns in the new start application and concluded that the Operations Plan and Capacity section **Partially Meets Standard**.

**2.1 Governance:** The Rock Academy's proposed five board members possess the necessary experience and skills to effectively govern the school. The applicant indicates their goal is to reach seven members by the time of application approval.

The application outlines annual new member training and orientation, as well as ongoing development activities for existing members. However, the types and frequency of training are not strategically

aligned with the new school model being proposed. It is also unclear who will be responsible for the new member training, and no details are provided about the training beyond the topics.

**2.2 Facilities:** The facility needs are based on the academic focus, plan, and projected enrollment. The plan includes appropriately sized spaces for the intended use, proposing to open at an incubation site before moving into a permanent facility. A robust student transportation plan is also provided. However, there are concerns regarding the CTE classes, as the incubator site lacks space for these classes, and the daily schedule does not allow time for transitions to alternate locations. Additionally, there is no dedicated space for physical education classes or a cafeteria, limiting the time allocated for physical education and increasing the number of teachers needed to teach this class within the limited time window.

The Rock Academy's leadership team has experience working in traditional and public schools in Nashville, Tennessee. The Charter School Development Center, a nonprofit real estate developer, will manage the overall facility acquisition process. The application includes a partnership with Southeast Venture, a local real estate company that recently assisted a new charter school in finding a location in Nashville. However, there are concerns about the leadership team's reliance on a board member with experience in commercial real estate development, as building and fire codes for commercial businesses differ greatly from those for educational occupancies. Based on past events, there are valid concerns that infeasible facilities plans could prevent the applicant from opening due to the inability to find or afford renovations to a facility.

While a plan and timeline are provided, it is unclear how the applicant expects the landlord to accommodate their plan to increase the leased space by about 6,000 square feet each year. Additionally, the construction project timeline for permitting is unrealistic, and there is no plan to address the long lead times for supplies.

The application's response addresses compliance with storm shelter requirements, but the budgeted \$26 per square foot will not cover the required costs to upgrade an existing facility to comply with current regulations for educational occupancy based on the budget of the expert facilities partner, Level Field. Additionally, the budget expenditures include one-time tenant/building improvements, but the annual plans include an increase to the square footage of the facilities to fit the student population which is not reflected in the budget beyond Year 0.

Several sites are listed for consideration, although no final properties have been identified. Based on these issues, there are concerns that The Rock Academy may need to use their contingency plan to delay opening, which is not ideal given the targeted at-risk population.

**2.3 Start-Up Plan:** The Rock Academy provides a detailed timeline for completing tasks, including responsible parties, compensation, and timeline. The applicant acknowledges the potential challenges of being the first Opportunity School and include strategies for staff recruiting, student recruiting, securing a facility, implementing the academic plan, and ensuring financial stability. As previously stated, the plan does not adequately address the challenges of student recruitment or the ability to secure a facility and complete renovations.

**2.4 Personnel/Human Capital:** The Rock Academy's organizational charts clearly delineate roles and reporting structures, but the attachments do not include related bodies such as advisory councils or

TCAT. The Executive Director responsible for academic programming has experience driving student achievement, including experience in Sumner County and in traditional and charter schools in Davidson County.

The staffing plans provided in the application align with the goal of representing the diverse student body and community. However, the salary details provided do not include additional compensation packages, benefits, or incentive structures that demonstrate a clear strategy for attracting and retaining high-performing teachers and dual-certified EE and EL teachers.

The Rock Academy will use the state-approved Tennessee Educator Acceleration Model (TEAM) evaluation model for teachers but does not provide a clear plan for addressing unsatisfactory leadership or teacher underperformance to demonstrate it will be effective.

**2.5 Professional Development:** The Rock Academy's professional development plan is outlined with the expected number of days and hours. Based on research to understand the needs of Opportunity Youth, the plan focuses on three core strands: Instruction, Culture and Discipline, and Operations. The plan includes 21 days of summer in-service prior to opening the doors to students. Beyond that, professional development is personalized based on the previous year's data and trends, as well as the needs of incoming staff and students.

There is a comprehensive and individualized onboarding plan for new staff, including job shadowing and coaching experience. The Executive Director will receive professional development from the Incubator Fellowship and will also be enrolled in the Modern Classrooms Leadership Coaching cohort. While the response outlines the professional development plan, it lacks details on specific training in Individualized Learning Plans (ILPs) for English Learners and communicating with EL families.

**2.6 Transportation:** The Rock Academy's transportation plan includes daily bus routes, field trip transportation, CTE experience transportation, and after-school transportation. The applicant states there will be a contract with a transportation carrier to provide transportation for students with disabilities and will abide by all state and federal regulations, including the McKinney-Vento Homeless Assistance Act. While a transportation plan is provided, the lack of details around the CTE programming and transportation makes it difficult to assess if the budgetary assumptions are reasonable. It is also unclear if there are sufficient buses to accommodate a student body from across the district.

**2.7 Additional Operations:** The application includes evidence that the school has begun fulfilling the insurance requirements. Regarding the food service plan, the applicant will seek bids from local food service providers. However, the plan does not include a cafeteria, only a warming kitchen. The technology plan involves using 1:1 Chromebooks or similar devices for students, teachers, and mentors, but lacks detailed information beyond the type of technology to be used. The applicant has a plan for compliance with the Coordinated School Health program, including a contract for a registered nurse to attend to students' medical needs on campus.

The applicant states state and district guidelines for school safety and security will be followed, but a comprehensive plan to ensure crisis preparedness is not provided.

**2.8 Charter Management Organization:** Not Applicable

**2.9 Network Vision, Growth Plan, & Capacity:** Not Applicable

**2.10 Network Governance:** Not Applicable

**2.11 Network Management and Personnel:** Not Applicable

**2.12 School Replication:** Not Applicable

To restate, the review team consensus determined the section **Partially Meets Standard**.

## FINANCIAL PLAN AND CAPACITY

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Financial Plan and Capacity in the following subsections:

1. Operating Budget
2. Operating Budget Narrative
3. Network Financial Plan (if applicable)

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the section **Partially Meets Standard**.

**3.1 Operating Budget and 3.2 Operating Budget Narrative:** The Rock Academy provides a financial plan with realistic budgeting, a balanced mix of funding sources, and oversight to ensure long-term stability.

The applicant appears set up for success based on mixed revenue streams, cautious growth projections, and backup plans. However, there are concerns regarding the plan to move to a permanent facility in year 5 without a concrete funding plan for this transition.

Based on the previous concerns regarding the lack of definition of the CTE program, the budget also demonstrates a lack of forward thinking. The budget does not include a detailed list of CTE equipment, raising questions about the sole expectation of the off-site providers and fundraising for assisting students in completing CTE pathways and credentialing. Additionally, the plans for tenant improvements beyond year 0 are inadequate, and many supplies do not seem adjusted for inflationary costs in year 4.

**3.3 Network Financial Plan:** Not Applicable

To restate, the review team consensus determined the section **Partially Meets Standard**.

## PORTFOLIO REVIEW AND PERFORMANCE RECORD

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Portfolio Review and Performance Record in the following subsections:

1. School Portfolio Summary (if applicable)
2. Academic Performance Record (if applicable)
3. Fiscal and Operational Performance Record (if applicable)

### **Evidence Findings**

This section was not rated based on the applicant's category type.

### **OVERALL RATING**

According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the application based on the cumulative ratings of each section. To be eligible for approval, an application must earn a rating of "Meets or Exceeds Standard" for each applicable section. The review team concluded that the new start application **Partially Meets Standard**.

# Charter New Start Application Review Team Findings

<b>The Forge School</b> Proposed Model: Architecture, Construction & Engineering Career Connected Learning	
<b>Grades</b>	6 <sup>th</sup> -12 <sup>th</sup>
<b>Enrollment</b>	825
<b>Location/Zone</b>	Donelson/Hermitage Area

Submitted April 22, 2025



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

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## Section 1: New Start Application Overview

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### ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
- Converting a traditional public school to a charter school

Tennessee law limits who may sponsor a charter school and prescribes what type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a public charter school in Tennessee. Pursuant to T.C.A. § 49-13-106, a charter school shall not be granted to a for-profit corporation, a nonpublic school, as defined in T.C.A. § 49-6-3001, or other private, religious, or church school.

On or before February 1st, preceding the year in which the proposed public charter school plans to begin operation, the sponsor seeking to establish a public charter school shall prepare and file with the authorizer and the department of education an application using the application template developed by the Tennessee Department of Education.

**T.C.A. 49-13-108** - Approval or denial of public charter school application by public charter school authorizer.

The Evidence Findings presented to the board to consider in the recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews.

Reviewers will score each of the subsections under the four categories (Academic Plan and Design, Operations Plan and Capacity, Financial Plan and Capacity, Portfolio Review and Performance Record). A reviewer's subsection scores for a category shall be considered collectively to determine the summary rating for that category.

For an application to be deemed eligible for approval, the summary ratings for all applicable categories must be "Meets or Exceeds the Standard." Thus, a single score of a "Does Not Meet Standard" or "Partially Meets Standard" on a subsection of a category does not necessarily prevent an otherwise satisfactory category from being scored a "Meets or Exceeds the Standard" overall. The totality of evidence reviewed should determine the overall score for each category.

## Section 2: The Evaluation Process

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### THE REVIEW COMMITTEE

To ensure our review team consisted of cross departmental experts, MNPS appointed a core team specifically trained to assess the quality and sustainability of a proposed school. Individuals with specific expertise in Special Education, English Language Learners, Business and Finance, Curriculum, Facilities, Strategic Investments and Operations review each application to provide the needed expertise

in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of nine (9) people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Coordinator of English Learners
- Director of Exceptional Education
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Partner School Budget Strategy
- External Reviewer

RATINGS AND CRITERIA

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (Tenn. Code Ann. § 49-13-116), and “scoring criteria addressing the elements of the charter school application” (State Board of Education Rule 0520-14-01-.01(1)).

Additionally, the State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

This evaluation guide is divided into subsections that correspond to the sections of the charter creation application. Each subsection identifies indicators of a strong response that authorizers should use to evaluate the sponsor’s narrative responses. Evaluators will apply evaluation ratings to each subsection and overall section using the qualitative ratings listed in the following table.

RATING CHARACTERISTICS	
RATING	CHARACTERISTICS
Meets or Exceeds the Standard	The applicant’s response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals 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 or more areas.

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Does Not Meet Standard

The applicant's response is incomplete, demonstrates lack of preparation, does not align with the mission and goals of the school, or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

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## EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Charter Schools Office evaluation process is based off the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The MNPS Charter Schools Office oversees the review process and supports the committee. The review committee evaluates the new start application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the MNPS Charter Schools Office. Each section is given a rating of Meets or Exceeds Standard, Partially Meets Standard, or Does Not Meet Standard. The specific criterion for each standard is described in Section 3.

The analysis of the new start application is based on four categories:

- Academic Plan and Design
- Operations Plan and Capacity
- Financial Plan and Capacity
- Portfolio Review and Performance Record

This report includes a summary of evidence justifying the review team's scores and the applicant's responses to the capacity interview. The report indicates the review team's consensus rating for each evaluation category in Section 3.

## Section 3: The Ratings

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### SUMMARY RATINGS

There are three ratings (Meets or Exceeds, Partially Meets, or Does Not Meet). The committee's evidence findings are outlined on the following pages.

THE MNPS REVIEW COMMITTEE'S RATINGS The Forge School	
CATEGORY	RATING
Academic Plan Design and Capacity	Partially Meets Standard
Operational Plan and Capacity	Partially Meets Standard

Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Not Applicable
Overall Rating	Partially Meets Standard

# ACADEMIC PLAN AND DESIGN

## The Criteria

According to the state’s rubric, the review committee should consider if the application addresses the characteristics of a strong response for Academic Plan and Design in the following subsections:

1. School Mission and Goals
2. Academic Focus and Performance Standards
3. Assessments
4. School Calendar and Schedule
5. Recruitment and Enrollment
6. Parent and Community Engagement and Support
7. School Culture and Discipline
8. Special Populations
9. Conversion Charter School Planning

## Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the Academic Plan and Design section **Partially Meets Standard**.

**1.1 School Mission and Goals:** The Forge School provides a clear mission tied to empower 6<sup>th</sup> through 12<sup>th</sup> grade students to forge their own futures by combining academic excellence, hands-on learning, and real-world experiences to ensure that upon graduation students are prepared to enter architecture, construction, or engineering careers with the durable skills and experience needed to thrive in high-wage high demand industries. The specific purpose of The Forge School and its aims are clearly described. The applicant states that their Articulated Pathways Model is developed with input from industry professionals. Specific and measurable goals and outcomes are provided and aligned with Tennessee Department of Education’s (TDOE) accountability framework. These goals include Metro Nashville Public Schools (MNPS) Focused Outcomes, which encompass mission-specific goals with Ready Graduate criteria and a list of certifications at each grade level. One of the goals is to provide options for parents to meet the educational needs of students by offering the only Architecture, Construction, and Engineering (ACE) pathway programming in Nashville. However, these architectural, construction, and engineering options are available in numerous academies in MNPS high schools.

Antioch High School	Academy of Engineering & Automotive Technology <ul style="list-style-type: none"> <li>• Automotive Maintenance and Light Repair</li> <li>• BioSTEM</li> </ul>
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	<ul style="list-style-type: none"> <li>• Technology</li> </ul>
<b>Cane Ridge High School</b>	Academy of Architecture & Construction <ul style="list-style-type: none"> <li>• Residential &amp; Commercial Construction</li> <li>• Architectural &amp; Engineering Design</li> </ul>
<b>Lawson High School</b>	Academy of Engineering <ul style="list-style-type: none"> <li>• Engineering</li> </ul>
<b>Overton High School</b>	Academy of Engineering <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Mechanical, Electrical, &amp; Plumbing (MEP) Systems</li> <li>• Welding</li> </ul>
<b>Stratford STEM Magnet High School</b>	Academy of Science & Engineering <ul style="list-style-type: none"> <li>• BioSTEM</li> <li>• Engineering</li> <li>• Interdisciplinary Science and Research</li> </ul>

The process for teachers implementing the goals is supported by pairing each one with an instructional coach for feedback, lesson planning, and guidance. Additionally, teachers can conduct site visits to existing Forge schools. However, some goals lack specific information to determine if they are realistic. It is also unclear what choices sixth graders would have if they lost interest or aptitude for the pathways offered.

The innovations of The Forge School are described as pathways for students to achieve high wages and family-sustaining careers in Architecture, Construction, and Engineering. Employment projections are provided to demonstrate an increase in demand for the pathways offered.

**1.2 Academic Focus and Performance Standards:** The applicant aligns the Forge pathways with the TDOE pathways and programs of study. The academic plan provides some information about how the applicant will integrate the school's mission and goals with Tennessee's academic standards and electives rooted in research, frameworks, and school visits. The coursework includes National Center for Construction Education and Research (NCCER) certification, which is the industry standard. However, the key components of the academic plan are not comprehensive. Dual enrollment and Advanced Placement (AP) are mentioned but no courses are listed.

There is insufficient information about how the academic plan will effectively close achievement gaps. The applicant does not provide a strong rationale for why Response to Intervention will only be offered 2-3 days a week for 45 minutes. The application also states there will be a formal mentoring program to close achievement gaps and underperformance, but they do not provide a description of this program. While some details of the curriculum and potential materials are provided, some pathway courses do not align with MNPS Academy courses. The Career pathways do not list associated certifications or Career and Technical Student Organization (CTSO) opportunities. One of the academic focuses is Presentations of Learning, but there is no connection to the presentations and the students Career and Technical

Student Organization activities. Finally, the plan does not fully account for English Learner Development courses and bilingual/Heritage world language courses.

Details are provided about how The Forge School will meet Tennessee graduation requirements. The application provides The Forge School will seek a waiver for the fine arts credit. However, the local education agency (LEA) historically does not approve this waiver except on an individual student basis. They do provide alternate plans for offering Computer-Aided Design if the waiver is denied. Some elective offerings and additional requirements are described, as well as the types of diplomas offered. Students with individualized education plans (IEP) can earn an Occupational or Alternative Diploma, but the courses listed do not include alternative courses for students with special needs. There will be systems of support to help at-risk students stay on track for graduation, but the support systems lack specific targeted interventions. Measures of Academic Progress (MAP) will be used as a universal screener in reading and math, and there are plans to administer a dyslexia screener as well. Weekly grade-level team meetings will identify students who need tiered intervention supports. At monthly meetings, the data team will develop intervention plans.

Finally, Tennessee College of Applied Technology (TCAT) and Nashville State Community College (NSCC) are listed as partners, but it is not clear which dual enrollment courses will be offered at the school. The applicant states it has not determined if a course will be dual enrollment or in-house and will base the decision on teacher availability and education partners for dual enrollment so it cannot be fully determined if they have a well-suited curriculum for the targeted student population.

**1.3 Assessments:** The applicant lists formative and summative assessments the school will use and provides the frequency of these assessments. It identifies the faculty and staff responsible for creating and administering them. One of the assessment models, Forge Calibration, is unique in that it includes student work and leverages student voice through Presentations of Learning, discovery journals, 1:1 advisory meeting, and student blueprints/portfolios. However, the plan does not include state assessments, leaving unclear how the school will train, plan for, administer, and analyze these results. Additionally, there is a lack of information on assessments that will track sub-group progress. The applicant outlines a plan for developing Specific, Measurable, Attainable, Relevant, and Time-bound (SMART) goals based on data analysis and adjusting interventions and instructional strategies as needed. While a professional development plan is outlined that includes data-driven instruction, there is a lack of specificity on the data sources and planned interventions to fully understand how the instruction will be data-driven.

Teachers will participate in summer training, grade-level team meetings, and professional development days during the school year. Meetings will be facilitated by the instructional team and industry support, and teachers will have access to a dedicated instructional team member throughout the year. While the roles are provided, there is a lack of clarity around the distinct responsibilities of the school counselor, career coach, Forge Forum Advisor, and industry supports, making it difficult to understand how these roles will effectively improve instruction and drive student achievement.

**1.4 School Calendar and Schedule:** The Forge School allocates 188 instructional days in its calendar, and the proposed calendar shows an abbreviated day each week by starting one hour later. Class schedules are provided to demonstrate how they will meet state requirements, but it is unclear if the

applicant will meet the requirement on the abbreviated day since it appears to include the 15 minutes allocated for dismissal.

The daily schedules provide provisions for Tier I instruction, which the applicant indicates the Response to Intervention (RTI) team will look to improve first if the percentages of students falling within each tier of instruction differ significantly. The schedules also show that math and English classes will be year-long block schedules, which do not address the needs of students who can complete these courses in a semester.

Details about additional academic programs are provided, including the duration, hours per week, student identification, participation requirements, and staffing. However, the details do not include the resources that will be used for these programs, such as transportation, supplies, and funding. While The Forge School will offer after-school tutoring, Saturday School or Summer School opportunities will not be offered.

**1.5 Recruitment and Enrollment:** The application provides data to demonstrate community demand and need for the proposed school; however, the enrollment, capacity, and projection information is outdated. None of the schools listed are at capacity, which does not support the need for a new school to address capacity concerns. The applicant does not consider another charter school opening in the area in 2025-2026 that will have a middle school at full build-out, nor does the applicant acknowledge the impact of removing 5th grade from the middle schools. Dupont Hadley and Dupont Tyler, which are also in the cluster, are not included and there is no rationale provided about why only certain schools in the cluster are included.

The enrollment summary and anticipated demographics are provided which include projections of steady enrollment of 120 students for grades 6-10, with some attrition for grade 11 (115 students) and grade 12 (110 students). The summary also includes a recruitment and enrollment plan targeting economically disadvantaged students, academically low-achieving students, students with disabilities, and English Learners. However, the timeline of the recruitment plan does not align with the district choice process, which could create hardships for families. The recruitment plan is not robust, and it is unclear how it differs from pre-opening strategies. The applicant plans to hire an operations coordinator who is multilingual and has a minority background, but the challenges that will be faced recruiting for a candidate with these unique qualifications in a challenging labor market are not addressed.

**1.6 Parent and Community Engagement and Support:** To demonstrate community feedback and parental interest, the applicant states there are 231 signatures from parents and community members, with 213 of the signatures from Davidson County. The applicant states that 96 of the 231 parents have a child who would qualify for The Forge and are interested in enrolling. However, the responses provided in the application to demonstrate this interest lack sufficient statements of support from community members and parents, and there are no details about parental interest from non-English-speaking backgrounds which should be available based on their anticipated demographics.

The plan for engaging parents and community members involves various strategies, including events such as Furnishing the Forge and Benches of Belonging. The Forge School will canvass door-to-door, talk to members of target communities, and build relationships. Other strategies include mail, email, text, social media, billboards, the school website, informational sessions, open houses, school tours, and

meet-and-greets. Additionally, there is a plan for partnerships with community organizations, businesses, and educational organizations, but the plan is not specific on how it will enrich student learning opportunities, especially those related to Career and Technical Education (CTE).

**1.7 School Culture and Discipline:** The Forge School outlines a clear vision for the school culture through mentoring, restorative practices, and positive behavior intervention systems. There is a plan for peer mentors to align students with their academic and life goals. Additionally, there is a coherent plan for creating, implementing, and sustaining school culture from the first day for teachers, parents, and students, and integrating mid-year enrollees. The applicant will use restorative practices as a student behavior approach and Positive Behavioral Interventions and Supports (PBIS) to provide universal support to all students, with more intensive supports for students with Tier 2 and 3 behaviors. The applicant includes an intervention and enrichment block for all students to support a diverse population. The plan will be overseen by the Executive Director, who will work with the Deputy Director. School culture goals are provided, such as a 95% daily attendance goal with less than 5% of students classified as chronically absent. However, it is unclear how this will be communicated to families with non-English backgrounds since they anticipate 18% of their student population will be English Learners.

While the responses reference a sense of belonging, an intervention block, and a dedicated translation device, the applicant does not fully address how the school culture will embrace special populations in meaningful ways, especially English Learners. Additionally, the handbook does not fully address daily EL service minutes or name an EL service model that aligns with state board rules or policies. In the grading policy section, there is no mention of competency-based CTE coursework. Overall, the handbook is not well-developed, especially related to the student discipline policy.

**1.8 Special Populations:** The Executive Director has 24 years of experience in public education and has worked directly with implementing special education services. The application indicates the hiring of a full-time learning specialist and a full-time language specialist. The applicant will utilize the MNPS protocol for processing and documenting Child Find referrals. The Forge School will seek teachers with dual certification; however, a realistic plan to recruit for this hard-to-fill position is not provided. While the leadership team has experience with special education, there is not anyone with experience supporting English Learners which does not align with their anticipated demographics.

The application outlines a clear process for identifying students with disabilities and will offer a continuum of services to meet the needs of students with IEPs, 504s, English Learners, and Gifted students. Information is provided about scheduling and support of instruction and intervention across the continuum. However, the proposed IEP evaluation team does not include an EL teacher. Additionally, the plan to avoid misidentifying English Learners for unnecessary special education support lacks a clear process.

There is also a plan for monitoring and evaluating the progress of students with disabilities using The Forge Calibration, which includes the types of assessments and frequency. The staff will be trained in data-driven instruction.

The Forge School provides the plan for students with disabilities and the appropriate diploma types. The applicant will award special education, occupational, and alternate academic diplomas. The applicant

states students with disabilities will have equitable access to grade-level instruction and begin planning for graduation in middle grades, but the process is not clearly defined.

The Forge School also outlines screeners and the process for creating Individualized Learning Plans (ILP) for English Learner students. The applicant states the educational program will provide English Learners with the same access to academic content and assess students on the same academic standards as their native English-speaking peers. An inclusive co-teaching model is outlined. However, the direct services do not fully align with the current state English as a Second Language (ESL) program policy exit criteria. The model does not address how transitional students will be monitored to ensure continued language development and academic success.

The applicant describes the use of Multi-tiered Systems of Support (MTSS) to identify and support at-risk students, along with RTI and recurring assessment and data review systems to identify students who will benefit from additional academic support.

The Forge School will follow a process to identify gifted students based on their performance on universal screener assessments or through a Child Find process. Accelerated learning opportunities will be offered. However, the applicant does not provide processes to ensure ELL or ED students will be equally represented.

### **1.9 Conversion Charter School Planning: Not Applicable**

To restate, the review team consensus determined the section **Partially Meets Standard**.

## **OPERATIONS PLAN AND CAPACITY**

### **The Criteria**

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Facilities
3. Start-Up Plan
4. Personnel/Human Capital
5. Professional Development
6. Transportation
7. Additional Operations
8. Charter Management Organization (if applicable)
9. Network Vision, Growth Plan, & Capacity (if applicable)
10. Network Governance (if applicable)
11. Network Management and Personnel (if applicable)
12. School Replication (if applicable)

### **Evidence Findings**

The review team found the following strengths and concerns in the new start application and concluded that the Operations Plan and Capacity section **Partially Meets Standard**.

**2.1 Governance:** The Forge School's proposed governance structure and board composition to demonstrate effective oversight is provided, and the applicant indicates a focus on members who represent the diverse school community. Based on the proposed school focus, it is not clear why none of the board members are focused on CTE pathways, secondary education, credentialing, job placement, and/or postsecondary advancement.

The basic plan for annual board training is provided and includes topics and self-evaluation. The training is differentiated for new and experienced members.

**2.2 Facilities:** The applicant outlines the space for facilities with plans for growth over four years. The application indicates the students will not have a gymnasium for the first two years and do not address challenges related to the increased number of teachers needed to teach PE in the limited time window of a shared space with the cafeteria. It is also unclear how it is possible to increase the square footage of the food prep area as the school expands, which their plans indicate.

Level Field Partners and the Nashville Incubator will support the school's efforts in finding and opening the school facility. The application also includes a partnership with a local real estate company that can design and manage construction projects and recently assisted another new charter school in finding a location in Nashville. While the director of facilities for the Nashville Incubator and other partners noted in the application have experience in commercial real estate development, building and fire codes for commercial businesses differ greatly from those for educational occupancies. While the applicant provides a contingency plan for alternative facilities, such as short-term leases or partnering with nearby schools for use of their facilities, finding a short-term lease space that meets educational occupancy requirements is highly unlikely, and there are no details provided to understand how it would be possible to plan to partner with a nearby school to know if that is realistic.

A timeline and operating budget are provided in the application. In the associated costs in the operating budget, there is information that there will be an increase in space each year, but it will be very unlikely to find a landlord that can increase a lease space by 20,000 square feet each year. Additionally, the timeline provided excludes a key step that is vital based on turnaround times for construction projects in Metro Nashville.

**2.3 Start-Up Plan:** The Forge School provides a detailed timeline with dates and role responsibilities to demonstrate the ability to complete the school and open on time. While many tasks do not specify the person responsible, many of them fall under the executive director's responsibility, raising concerns that reliance on one person to carry most of the knowledge and responsibility can cause short-term and long-term issues. The list also omits many of the prerequisites required before tasks can be completed, making the timeline provided potentially infeasible.

Overall, the application does not address the potential challenges sufficiently, especially the recruitment of ACE pathway instructors, as instructors with these specialized certifications may not be found via Teach for America or Nashville Teacher Residency as indicated.

**2.4 Personnel/Human Capital:** The organizational charts delineate roles and reporting structures, but the charts do not include any advisory bodies or parent groups. Evidence is provided that supports the school leaders have a track record of qualifications and experience. The timeline for recruiting and hiring key positions and establishing key partnerships is outlined. The applicant acknowledges that an Occupational Practitioner Licensure program may be necessary when searching for ACE Program instructors. The Forge School indicates a pay scale above the MNPS average salaries to attract high-performing teachers; however, the pay scale is not provided for comparison. The applicant will use the state-approved Tennessee Educator Acceleration Model (TEAM) for annually evaluating leadership and staff.

**2.5 Professional Development:** The Forge School's professional development plan outlines the minimum number of days, hours, and attendees. The core components include new hire orientation, industry summit and summer orientation, professional development on abbreviated days, training days for new content, weekly coaching, collaborative planning, and end-of-year professional development.

**2.6 Transportation:** The Forge School identifies WeGo public transit as an option for student transportation. The applicant plans to conduct a route analysis prior to the start of the school year. The applicant states free bus cards to students who use that option will be provided. The application also provides the use of Forge Vans to transport student groups. However, none of the transportation plans are developed enough to understand if the applicant has a quality plan for all students' transportation needs and the budgeted amount is insufficient to address any of the transportation needs for students who do not use public transit. The applicant indicates the budget will be modified for students with special needs if transportation costs exceed the anticipated budget but do not provide any details about what that would entail.

**2.7 Additional Operations:**

Insurance: No certificate or plan is provided; The Forge School provides a letter from a broker stating the process will begin after approval.

Food Service Plan: The applicant will provide a nutrition program through a vendor, but no information about capacity or space needs is provided to ensure there is a clear plan and understanding of meeting the requirements.

Technology: The applicant states a 1:1 technology plan to ensure every student has a computer. The plan includes using Microsoft/Windows operating systems, as well as technology for Makerspace.

School Health: The applicant only provides basic information about hiring a registered nurse to provide nursing services.

Safety Plan: The applicant only provides basic information about following state and district guidelines for the creation of the school crisis plan.

**2.8 Charter Management Organization:** Not Applicable

**2.9 Network Vision, Growth Plan, & Capacity:** Not Applicable

**2.10 Network Governance:** Not Applicable

**2.11 Network Management and Personnel:** Not Applicable

## 2.12 School Replication: Not Applicable

To restate, the review team consensus determined the section **Partially Meets Standard**.

## FINANCIAL PLAN AND CAPACITY

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Financial Plan and Capacity in the following subsections:

1. Operating Budget
2. Operating Budget Narrative
3. Network Financial Plan (if applicable)

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the section **Partially Meets Standard**.

**3.1 Operating Budget and 3.2 Operating Budget Narrative:** The Forget School's operating budget provides a five-year projection with conservative and reasonable assumptions, including enrollment, funding, and salaries. Expense categories, such as personal services, employee benefits, contract services, supplies and materials, other charges, debt service, and capital outlay, are detailed. Based on the information provided, a finance director is not hired until Year 3, and it appears the Executive Director and Community and Operations Director are responsible for managing financial reporting, compliance, and cash flow during the startup phase in collaboration with the GT3 Group. However, these positions do not seem to be listed in Year 0. There is no indication that anyone on the school staff has financial expertise. While enrollment projections are provided, it cannot be determined if the projections are realistic since no possible locations are indicated. As previously stated in the Operations Plan and Capacity Evaluation, there is inadequate funding for tenant improvements, and possibly student supplies and renovation costs based on the information provided in the application.

### 3.3 Network Financial Plan: Not Applicable

To restate, the review team consensus determined the section **Partially Meets Standard**.

## PORTFOLIO REVIEW AND PERFORMANCE RECORD

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Portfolio Review and Performance Record in the following subsections:

1. School Portfolio Summary (if applicable)

2. Academic Performance Record (if applicable)
3. Fiscal and Operational Performance Record (if applicable)

### Evidence Findings

This section was not rated based on the applicant's category type.

### OVERALL RATING

According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the application based on the cumulative ratings of each section. To be eligible for approval, an application must earn a rating of "Meets or Exceeds Standard" for each applicable section.

The review team concluded that the new start application **Partially Meets Standard**.

# Charter New Start Application Review Team Findings

## Rocketship TN 5

Proposed Model: Personalized Learning/Rotational K-5

<b>Grades</b>	K-5
<b>Enrollment</b>	576
<b>Location/Zone</b>	Antioch and Cane Ridge clusters of Nashville

Submitted April 22, 2025



METRO  
NASHVILLE  
PUBLIC  
SCHOOLS

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## Section 1: New Start Application Overview

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### ABOUT THE STATE LAW

In Tennessee, charter schools are public schools and can be established in one of the following ways:

- Creating a new public charter school or opportunity public charter school
- Converting a traditional public school to a charter school

Tennessee law limits who may sponsor a charter school and prescribes what type of entity may operate a charter school. Only entities that are exempt from federal taxation under 26 U.S.C. § 501(c)(3) of the Internal Revenue Code may operate a public charter school in Tennessee. Pursuant to T.C.A. § 49-13-106, a charter school shall not be granted to a for-profit corporation, a nonpublic school, as defined in T.C.A. § 49-6-3001, or other private, religious, or church school.

On or before February 1st, preceding the year in which the proposed public charter school plans to begin operation, the sponsor seeking to establish a public charter school shall prepare and file with the authorizer and the department of education an application using the application template developed by the Tennessee Department of Education.

**T.C.A. 49-13-108** - Approval or denial of public charter school application by public charter school authorizer.

The Evidence Findings presented to the board to consider in the recommendations for approval or denial will be based on the written application (narrative and attachments), independent due diligence, and, if offered by the authorizer, applicant interviews.

Reviewers will score each of the subsections under the four categories (Academic Plan and Design, Operations Plan and Capacity, Financial Plan and Capacity, Portfolio Review and Performance Record). A reviewer's subsection scores for a category shall be considered collectively to determine the summary rating for that category.

For an application to be deemed eligible for approval, the summary ratings for all applicable categories must be "Meets or Exceeds the Standard." Thus, a single score of a "Does Not Meet Standard" or "Partially Meets Standard" on a subsection of a category does not necessarily prevent an otherwise satisfactory category from being scored a "Meets or Exceeds the Standard" overall. The totality of evidence reviewed should determine the overall score for each category.

## Section 2: The Evaluation Process

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### THE REVIEW COMMITTEE

To ensure our review team consisted of cross departmental experts, MNPS appointed a core team specifically trained to assess the quality and sustainability of a proposed school. Individuals with

specific expertise in Special Education, English Language Learners, Business and Finance, Curriculum, Facilities, Strategic Investments and Operations review each application to provide the needed expertise in those areas. Finally, the review team includes an external consultant who has experience and expertise in specialized areas.

A team of nine (9) people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Deputy Chief of Schools
- Coordinator of English Learners
- Director of Exceptional Education
- Executive Director of Maintenance and Construction
- Director of Boundary and Planning
- Executive Officer of Operations
- Data Coach Research and Assessment
- Partner School Budget Strategy
- External Reviewer

## RATINGS AND CRITERIA

State law and regulation require the Tennessee Department of Education to provide “a standard application format” (Tenn. Code Ann. § 49-13-116), and “scoring criteria addressing the elements of the charter school application” (State Board of Education Rule 0520-14-01-.01(1)).

Additionally, the State Board of Education has adopted Quality Charter Authorizing Standards in Policy 6.111. Standard 2(c) addresses rigorous approval criteria for the application process and decision making. This Standard provides that a quality authorizer “[r]equires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school’s development, and clear evidence of the applicant’s capacity to execute its plan successfully.” An application that merits a recommendation for approval should satisfy each of these criteria.

This evaluation guide is divided into subsections that correspond to the sections of the charter creation application. Each subsection identifies indicators of a strong response that authorizers should use to evaluate the sponsor’s narrative responses. Evaluators will apply evaluation ratings to each subsection and overall section using the qualitative ratings listed in the following table.

RATING CHARACTERISTICS	
RATING	CHARACTERISTICS
Meets or Exceeds the Standard	The applicant’s response reflects a thorough understanding of key issues. It clearly aligns with the mission and goals 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 or more areas.
Does Not Meet Standard	The applicant's response is incomplete, demonstrates lack of preparation, does not align with the mission and goals of the school, or otherwise raises significant concerns about the viability of the plan or the applicant's ability to carry it out.

## EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Charter Schools Office evaluation process is based off the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The MNPS Charter Schools Office oversees the review process and supports the committee. The review committee evaluates the new start application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the MNPS Charter Schools Office. Each section is given a rating of Meets or Exceeds Standard, Partially Meets Standard, or Does Not Meet Standard. The specific criterion for each standard is described in Section 3.

The analysis of the new start application is based on four categories:

- Academic Plan and Design
- Operations Plan and Capacity
- Financial Plan and Capacity
- Portfolio Review and Performance Record

This report includes a summary of evidence justifying the review team's scores and the applicant's responses to the capacity interview. The report indicates the review team's consensus rating for each evaluation category in Section 3.

## Section 3: The Ratings

### SUMMARY RATING

There are three ratings (Meets or Exceeds, Partially Meets, or Does Not Meet). The committee's evidence findings are outlined on the following pages.

THE MNPS REVIEW COMMITTEE RATINGS Rocketship TN 5	
CATEGORY	RATING
Academic Plan and Design	Partially Meets Standard

Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Partially Meets Standard
Overall Rating	Partially Meets Standard

## ACADEMIC PLAN AND DESIGN

### The Criteria

According to the state’s rubric, the review committee should consider if the application addresses the characteristics of a strong response for Academic Plan and Design in the following subsections:

1. School Mission and Goals
2. Academic Focus and Performance Standards
3. Assessments
4. School Calendar and Schedule
5. Recruitment and Enrollment
6. Parent and Community Engagement and Support
7. School Culture and Discipline
8. Special Populations
9. Conversion Charter School Planning

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the Academic Plan and Design section **Partially Meets Standard**.

**1.1 School Mission and Goals:** Rocketship Tennessee 5 has a mission to catalyze transformative change in low-income communities through a scalable and sustainable public-school model that propels student achievement, develops exceptional educators, and partners with parents who enable high-quality public schools to thrive in their community. The goals of this mission are aligned with the state's accountability system. Long-term goals include students graduating at or above grade level, meeting or exceeding standards on the MNPS Charter Schools Model Performance Framework, receiving a B or higher each year on the state report card, and having 95% of parents complete 20 parent partnership hours. The objectives aim to accelerate success for all students which addresses the educational needs of the target student population.

The applicant outlines a process for setting, monitoring, and revising goals based on evidence-based evaluations through collaboration with Rocketship’s Program, Strategy, and Analytics national level

team. The application details data review cycles, where teachers and school leaders analyze classroom-level data in weekly data meetings and conduct quarterly performance reviews to evaluate progress against network-wide benchmarks and accountability metrics. The innovations of personalized learning, talent development, and parent power described in the application align with the school's mission.

**1.2 Academic Focus and Performance Standards:** The academic focus of Rocketship TN 5 is on a rigorous, personalized, and holistic education aligns with its mission and goals, with Literacy and STEM forming the foundation of the academic program. The rotational model allows students to engage in four content blocks daily, supported by small group tutoring, project-based learning, and adaptive technology. Core strategies for closing achievement gaps include rotational models, data-driven instruction, SEL and behavioral supports, and support for students with diverse needs. The applicant will offer a state-approved summer learning program, with Sheltered English Instruction and other interventions embedded in student supports.

The applicant provides their academic plan is based on using evidence-based practices and materials for literacy, such as Amplify Core Knowledge Language Arts (CKLA). Literacy Mentors will lead a mandated 4th grade tutoring program. However, while the applicant uses data from Rocketship Dream Community Prep (RDCP) as evidence for the success of the academic plan for the Antioch and Cane Ridge cluster, the demographic make-up of students who are economically disadvantaged and English Learners in the clusters varies significantly from RDCP which does not support the plan's effectiveness for the targeted population.

**1.3 Assessments:** Rocketship TN 5 outlines baseline, formative, interim, and summative assessments for all subjects, aligned with Tennessee Academic Standards. The applicant states they will ensure their proposed curricula are state-approved and standards-based. The data analysis plan includes periodic reviews of assessment data by teachers and leaders, which is used to personalize professional development for faculty and staff. Amplify Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 8th edition assessment is identified as the universal academic screener.

**1.4 School Calendar and Schedule:** The school calendar for Rocketship TN 5 includes 177 instructional days and 5 professional days, but it lacks a description for "Flex Thursday" so it cannot be confirmed that the calendar will meet the daily requirement for instructional minutes. The applicant lists various extra-curricular and co-curricular programs, including art, music, theater, and STEM clubs, as well as sports and physical fitness clubs and student leadership programs. These activities will be funded through grants and community resources. Additionally, a 4<sup>th</sup> grade tutoring program and a summer school program with transportation will be offered.

**1.5 Recruitment and Enrollment:** Rocketship TN 5 targets the Antioch/Cane Ridge communities, providing data comparing other schools to Rocketship Dream Community Prep. However, the applicant does not provide a strong rationale as to why a new charter school is needed to serve the diverse population already served by Rocketship Dream Community Prep. Additionally, the applicant does not include data from other charter schools in the area that are already open or in process of opening. The application includes an enrollment policy which envisions equal access and opportunity for all. However, the policy is not complete in that it lacks tentative dates and deadlines to address the

requirements for the Enrollment Policy provided in Attachment C. The applicant states the current schools in Nashville are operating near capacity with strong enrollments and ongoing waitlists. The application includes projections of 528 students by Year 5 and 576 at capacity. Recruitment efforts will focus on maintaining a strong enrollment pipeline, cultivating community relationships, and leveraging the success of other schools to drive interest. However, more details about the recruitment efforts are needed to understand if these efforts will be effective.

**1.6 Parent and Community Engagement and Support:** Rocketship TN 5 lists canvassing, community information sessions, and stakeholder interviews as processes for collecting community feedback and demand. However, there is no substantial data or strong evidence of commitment from prospective parents to support the demand to open another charter school. The applicant provides some examples of their efforts in parent and community engagement, including home visits, community meetings, family welcome events, and family surveys that will take place over the summer and throughout the year. The plans include providing on-campus resources such as food pantries and mental health services. To accomplish this, the applicant will leverage partnerships with various community organizations, businesses, and educational institutions, such as Southeast Community Center and Moves and Grooves.

**1.7 School Culture and Discipline:** The school culture is anchored in Rocketship's core values: respect, responsibility, empathy, and persistence, with each campus choosing a fifth core value. The applicant will use Positive Behavioral Interventions and Support (PBIS) and culture support committees to reflect on school culture and plan incentives. New students and families will receive a school handbook, behavioral expectations, and an overview of core values.

Special populations are supported with an inclusion model, pull-out support when appropriate, and small group co-teaching. English Learners will receive targeted English language development through push-in and pull-out services delivered by certified English Learner teachers, using sheltered instruction strategies. The student discipline policy is a structured and tiered intervention plan involving partnerships with families.

**1.8 Special Populations:** Rocketship TN 5 projects to serve 12% of students with disabilities, 70% English Learners, and 38% economically disadvantaged students. The leadership team that will support special populations includes a director and associate director of exceptional education and English Learners. However, the response has inconsistencies in the staffing plan to meet the needs of English Learners. The plan references multilingual specialists, but the number varies, which creates inconsistencies in how EL services will be staffed. Based on the schedules provided, the supports for English Learners and students with individualized education plans (IEPs) intertwine so there is a lack of clarity on how the school will address the distinct needs of each group.

There is a process for identifying students with disabilities and there is a continuum of supports provided based on students' individual needs and student data to ensure access to general education and support academic success. This includes training all campus staff on Child Find and the referral process. A plan is provided for evaluating the progress of students with disabilities and the plan is aligned with the authorizer's evaluation and monitoring systems through data-driven decision-making and collaboration with families and staff. Students will have an inclusive environment with access to grade level standards. The application provides how special populations will be supported with a general

education diploma, but there is not sufficient information about all diploma types that will be available for special populations to ensure they will be able to earn a high school diploma.

The application provides details about the staffing plan which outlines every grade level will include at least one EL- certified Humanities teacher to integrate language acquisition strategies into daily lessons. There will be an Individual Learning Plan (ILP) team made up of at least one multilingual learner (MLL) specialist and a general education teacher. However, the plan also does not include all elements, such as service models, EL proficiency standards, and assessment frameworks, necessary for compliance with SBE Rule 0520-02-19-.03 and lacks details on the ILP oversight plan.

The response details a plan to provide support to EL students as outlined in their ILPs through the daily schedule by emphasizing the habits of discourse, fostering meaningful peer-to-peer interactions during partner work, group discussions, and classroom dialogues. Co-teaching models will be used for math and ELA blocks using data driven methods. The applicant explains how the school will monitor and evaluate the students' progress toward program completion by submitting annual reports to the authorizer detailing EL enrollment, staffing ratios, and student outcomes to ensure transparency and compliance.

The process for identifying at-risk students using academic and behavioral data is provided which includes MTSS, access to high quality core instruction, interventions, and behavior supports. Research-based strategies with high leverage practices are provided to meet the needs of gifted students. However, the plan lacks a process for identifying gifted English Learners and/or students with non-English backgrounds to ensure there is a system for monitoring their progress and success.

To restate, the review team consensus determined the section **Partially Meets Standard**.

## OPERATIONS PLAN AND CAPACITY

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Operations Plan and Capacity in the following subsections:

1. Governance
2. Facilities
3. Start-Up Plan
4. Personnel/Human Capital
5. Professional Development
6. Transportation
7. Additional Operations
8. Charter Management Organization (if applicable)
9. Network Vision, Growth Plan, & Capacity (if applicable)
10. Network Governance (if applicable)
11. Network Management and Personnel (if applicable)
12. School Replication (if applicable)

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the Operations Plan and Capacity section **Partially Meets Standard**.

**2.1 Governance:** The proposed governance structure states that Rocketship TN 5 is governed by the Rocketship Education-TN Board, which is composed of 14 members. The board members have expertise in education, finance, law, nonprofit governance, and include parent and community representatives. The application includes academic metrics, operational metrics, and stakeholder feedback to assess the school's success. However, the governance documents provided have discrepancies, as the school appears to be set up in California but has Tennessee in the name. There is an agent listed in Knoxville, but all other documents are linked to California.

**2.2 Facilities:** The facility needs are based on 36,000 square feet on 2-3 acres, including 20 classrooms, breakout spaces, a gym, cafeteria, a learning lab, and administrative/office space. It is noted that the estimated cost is below what is typically budgeted for new construction. While the applicant relies on their past construction experience with existing buildings to form these numbers, the knowledge of how to address new storm shelter requirements is not demonstrated. The financial contingency plan aligns with MNPS practices and industry norms. However, the plan does not indicate the loan length, preventing an assessment of the annual loan amount.

Rocketship TN 5's leadership team has demonstrated experience by successfully opening new build schools in the Nashville area, citing over 15 years of experience creating school facilities that support their instructional model. The applicant outlines a plan and timeline for identifying, securing, and ensuring compliance with regulatory and safety requirements. However, some of the proposed timelines are not realistic for the local construction environment.

Three properties are listed as potential sites. The proposal includes using modular buildings on the permanent site as a contingency plan if there are construction delays, but the proposal does not explain how the modular buildings will meet storm shelter requirements to know if the proposal is compliant.

**2.3 Start-up Plan:** Rocketship TN 5 provides a startup plan that outlines major tasks, milestones, responsible persons, and strategies for staffing, student recruitment, and facilities. The anticipated challenges include facilities, staffing, student recruitment, oversight, and accountability.

**2.4 Personnel/Human Capital:** Rocketship TN 5 states that the school leadership structure will be the same as the existing Rocketship schools. However, the organizational charts do not provide a clear relationship between the RSED National and RSED TN schools.

A timeline is provided for recruitment and hiring of the school principal. However, there could be challenges with student and staffing recruitment if the principal is not selected until December 2025/January 2026. The applicant is committed to hiring leadership and staff that reflect the diversity of the student body. The teaching staff will be evaluated using the Rocketship Public School Performance Rubric, which was approved by TDOE in 2019-2020.

**2.5: Professional Development:** The professional development plan includes 210 hours of professional development annually, with dedicated time for collaborative planning, data-driven action, and personalized coaching. Components of the plan include instructional preparation and planning, as well

as specific training for students with IEPs and ILPs. If there are mid-year hires, there will be an orientation process that includes mentorships, 1:1 coaching cycles, and performance monitoring.

**2.6: Transportation:** The daily transportation plan is provided by Gray Line Transportation buses. The plan also includes safety and efficiency for walkers, car riders, and bus riders. While the applicant indicates notifying the bus provider of special transportation needs for students with IEPs, this is not reflected in the budget to determine if the applicant will be compliant with special transportation requirements.

**2.7: Additional Operations:**

**Insurance:** Rocketship TN 5 provides insurance coverage, but the certificate is for Rocketship Education in California, not Rocketship Tennessee. While the applicant indicates a letter will be in place when the school is approved, the need to wait for approval is not clear since there are existing schools in operation in Tennessee.

**Food Service Plan:** Rocketship TN 5 states the network is an established food authority under the TCDOE and will use service level agreement management.

**Technology:** The technology model will be 1:1 with Chromebooks for students. Teachers will have MacBooks. However, the applicant does not provide a detailed plan since they did not address a network or network security plan. Additionally, there is a lack of funding for technology to support the applicant's focus on STEM.

**School Health:** Rocketship TN 5 states the school will have a school nurse.

**Safety Plan:** Rocketship TN 5 will establish a Health and Safety Plan that will be updated by RSED National's Legal and Operations Team. However, the plan is not comprehensive, especially since the applicant has existing schools in Tennessee that should be available for review.

**2.8: Charter Management Organization:** The Charter Management Organization (CMO) division of RSED-National has served as the CMO for Rocketship Tennessee schools for over a decade. However, the relationship is unclear since Rocketship TN was recently reorganized by Rocketship National but will now be engaged as the CMO. The scope of services of the CMO is provided, but Rocketship TN 5 did not provide a current contract. The contract provided is about 10 years old, and no explanation is given for why these agreements are not in place for the existing Rocketship Tennessee schools.

**2.9 Network Vision, Growth Plan and Capacity:** Rocketship TN 5 provides a five-year strategic plan focused on three levers: quality schools, community power, and scaled impact. The plan includes the number of schools and student enrollment numbers. The applicant cites teacher shortages, elevating the current program and model to meet the revised Tennessee standards, and facilities as the challenges faced. However, information provided in the application does not adequately address the reasons for denial by the MNPS School Board of Rocketship Northeast's renewal application to ensure the success of starting a new charter school.

**2.10 Network Governance:** The size and composition of the governing board for Rocketship TN 5 is outlined. As previously stated, while the applicant states the school will be governed by RSED-TN and

will partner with RSED National Board, the relationship between Rocketship National, Rocketship TN, and Rocketship CMO is not clear.

**2.11 Network Management and Personnel:** The Rocketship network's leadership team is provided, which includes their roles and responsibilities and includes the organizational charts for Years 1 and 5. The applicant identifies centralized network support services provided to each school. A table outlining decision-making responsibilities including functions, network responsibilities, and school responsibilities is provided as well.

**2.12 School Replication:** The Rocketship network has been in operation for more than five years and has experienced some success. The network has launched and operated three schools in Tennessee. The application provides the lessons learned in replicating schools, include the importance of scaling systems and processes as the school grows, increasing efficiency and effectiveness at supporting local teams, and stronger budget management practices.

To restate, the review team consensus determined the section **Partially Meets Standard**.

## FINANCIAL PLAN AND CAPACITY

### The Criteria

According to the state's rubric, the review committee should consider if the application addresses the characteristics of a strong response for Financial Plan and Capacity in the following subsections:

1. Operating Budget
2. Operating Budget Narrative
3. Network Financial Plan (if applicable)

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the section **Partially Meets Standard**.

#### **3.1 Operating Budget and 3.2 Operating Budget Narrative and 3.3 Network Financial Plan:**

Rocketship TN 5 has an experienced financial team and model which can be sustained on public dollars. The operating budget model is based on a maximum enrollment of 576 students. The applicant did not include private philanthropy in the model as those funds are not necessary to meet the spending requirements of the budget. However, the budget lacks information related to the cost for medical insurance, the way CMO fees are determined without a contract, internet connectivity costs, technology costs, and rent/construction debt. Additionally, the assumption that expenses will grow at an average of 1% per year is not realistic given the current market conditions. The applicant was provided an opportunity to clarify this during the capacity interview, but the response still did not provide a sufficient rationale for this assumption. It is also unclear why RSED National would engage an auditor if RSED TN is a separate entity.

Details about the fiscal health of other schools in the network are provided. The application indicates a consolidated \$7.9 million cash in hand, equivalent to 106 days of operating expenses. However, based on the information given, it cannot be determined which schools are included in the fiscal health. There is no explanation given about the “Regional NEST” to know how it relates to fiscal health. The written response provides an estimated mortgage payment of \$900,000 a year, but this amount did not show up in the provided financial statements, so their total surplus as reported annually will be around \$1 million less, substantially reducing their contingency availability.

To restate, the review team consensus determined the section **Partially Meets Standard**.

## PORTFOLIO REVIEW AND PERFORMANCE RECORD

### The Criteria

According to the state’s rubric, the review committee should consider if the application addresses the characteristics of a strong response for Portfolio Review and Performance Record in the following subsections:

1. School Portfolio Summary (if applicable)
2. Academic Performance Record (if applicable)
3. Fiscal and Operational Performance Record (if applicable)

### Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the section **Partially Meets Standard**.

**4.1 School Portfolio Summary:** Rocketship TN 5 met the requirements for portfolio review and performance record evaluation.

**4.2 Academic Performance Record:** Rocketship TN 5 provides evidence of student academic achievement and growth, but the majority of the data cannot be verified since it is linked to their internal data from NWEA MAP. The TCAP data shows Rocketship United performing the same as the MNPS average in 2023, and below in 2024. State assessment growth data provided for Rocketship United shows TVAAS Level 5 composite scores in 2021-22 and 2022-23. The TVAAS scores released in 2023-24 show Rocketship United now has a composite Level 4, Rocketship Northeast has a composite Level 2, and Rocketship Dream has a composite Level 4.

The applicant selected Rocketship United as an example of one of its high-performing schools. The appointment of dedicated leadership support and prioritization of foundation coaching are the successful practices and strategies that are provided as the factors for the high performance. The applicant selected Rocketship Southside Community Prep in Wisconsin as one of the under-performing schools. Challenges with community and context, leadership transitions, and implementation fidelity are noted as the primary causes of the underperformance. The applicant outlines the appointment of dedicated leadership support and prioritization of foundational coaching to address underperformance. It is unclear why the applicant did not take this opportunity to address the underperformance of Rocketship Northeast

since it is in Tennessee and was non-renewed in 2023 by the MNPS School Board and received a composite Level 2 TVAAS score in 2023-24.

**4.3 Fiscal and Operational Performance Record:** While Rocketship TN 5 addresses performance deficiencies in the performance record, based on the information provided, there are concerns that the applicant will provide the LEA with a high-performing school. The most recent areas of concern noted:

- 2018-The decision to delay, and then not open, a school in Washington D.C. based on their inability to find a suitable and affordable facility.
- 2018-The network closure of Rocketship Partners Prep in the Tennessee Achievement School District due to low enrollment.
- 2019-The new start application denial of Rocketship Dream by the MNPS School Board.
- 2023-The non-renewal of Rocketship Northeast by the MNPS School Board due to low performance.

To restate, the review team consensus determined the section **Partially Meets Standard**.

## OVERALL RATING

According to the state's rubric, once all sections have been evaluated, review members must assign an overall evaluation rating to the application based on the cumulative ratings of each section. To be eligible for approval, an application must earn a rating of "Meets or Exceeds Standard" for each applicable section. The review team concluded that the new start application **Partially Meets Standard**.

**Metropolitan Nashville Public Schools**  
**Sales Tax Collections**  
**As of April 20, 2025**

**General Purpose Fund**

<b>MONTH</b>	<b>2024-2025 Projection</b>	<b>TOTAL 2024-2025 COLLECTIONS</b>	<b>\$ Change For Month - FY25 Projection</b>	<b>% Change For Month - FY25 Projection</b>	<b>% Increase / Decrease Year- To-Date</b>
September	\$25,567,101.59	\$24,826,195.75	(\$740,905.84)	-2.90%	-2.90%
October	33,023,272.16	33,168,113.06	\$144,840.90	0.44%	-1.01%
November	33,089,701.22	31,912,913.77	(\$1,176,787.45)	-3.56%	-1.93%
December	34,766,006.21	35,089,135.39	\$323,129.18	0.93%	-1.15%
January	33,157,339.70	32,548,153.67	(609,186.03)	-1.84%	-1.29%
February	37,925,635.48	36,962,370.53	(963,264.95)	-2.54%	-1.53%
March	29,307,728.38	29,992,834.35	685,105.97	2.34%	-1.03%
April	31,364,453.75	28,350,251.18	(3,014,202.57)	-9.61%	-2.07%
May	34,489,615.05				
June	35,161,341.30				
July	35,582,946.78				
August	35,633,358.36				
<b>TOTAL</b>	<b>\$399,068,500.00</b>	<b>\$252,849,967.70</b>	<b>(\$5,351,270.80)</b>		<b>-2.07%</b>

**Debt Service Fund**

<b>MONTH</b>	<b>2024-2025 Projection</b>	<b>TOTAL 2024-2025 COLLECTIONS</b>	<b>\$ Change For Month - FY25 Projection</b>	<b>% Change For Month - FY25 Projection</b>	<b>% Increase / Decrease Year- To-Date</b>
September	\$4,501,947.86	\$3,671,021.00	(\$830,926.86)	-18.46%	-18.46%
October	4,759,921.83	4,904,350.72	\$144,428.89	3.03%	-7.41%
November	4,908,174.71	4,718,925.85	(\$189,248.86)	-3.86%	-6.18%
December	5,002,163.93	5,188,590.08	\$186,426.15	3.73%	-3.60%
January	4,832,707.03	4,812,858.04	(19,848.99)	-0.41%	-2.95%
February	5,426,290.20	5,465,583.21	39,293.01	0.72%	-2.28%
March	4,425,836.70	4,435,005.91	9,169.21	0.21%	-1.95%
April	4,414,863.28	4,192,119.03	(222,744.25)	-5.05%	-2.31%
May	5,162,167.00				
June	4,953,250.98				
July	5,309,626.22				
August	5,312,850.26				
<b>TOTAL</b>	<b>\$59,009,800.00</b>	<b>\$37,388,453.84</b>	<b>(\$883,451.70)</b>		<b>-2.31%</b>