



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – June 10, 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. Adventure Science Center Award - William Zhong, Hume-Fogg Academic Magnet High School
- B. TSSAA Class AA Boys' Tennis State Champion - Hume-Fogg Academic High School
- C. TSSAA Class AA Boys' Singles Tennis State Champion - Elliott Parker, Hume-Fogg Academic High School

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 – 5.27.2025 – Regular Meeting
- b. Awarding of Purchases and Contracts
 - 1. Anthony N. Harris dba Avenue Construction, LLC
 - 2. BCI Burke Company
 - 3. Beynon Sports Surfaces
 - 4. Bryne and Jones Construction
 - 5. Education Strategy Group, LLC
 - 6. EnviroChem, Inc.
 - 7. Family & Children's Services
 - 8. Genesis Learning Centers
 - 9. GeoSurfaces Southeast, Inc.
 - 10. Hendrick, Inc.
 - 11. Jarrett Fire Protection, LLC
 - 12. KIPP Nashville, Nonprofit LLC
 - 13. McCain Foods USA, Inc.
 - 14. McCloskey Mechanical Contractors, Inc.
 - 15. Sessions Paving Company
 - 16. STARS Nashville
 - 17. Trilogy Mentors dba Pearl
 - 18. Unico Technology, LLC (authorized reseller under Carahsoft Technology Corporation)
 - 19. United Way of Middle Tennessee dba United Way of Greater Nashville

- a. Approval of FY 25-26 Operating Budget – *Recommendation from Budget and Finance Committee*
- b. Arledge vs The Metropolitan Government of Nashville & Davidson County Settlement
- c. Legal Settlement C-45463: \$60,000

2. Amended New Start Charter Applications

VI.

BOARD REPORTS

VII.

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 – May 27, 2025

Members Present: Freda Player – Chair, Berthena Nabaa-McKinney – Vice-chair, Rachael Anne Elrod, Erin O’Hara Block, Cheryl Mayes (arrived at 3:30 p.m.), TK Fayne, Abigail Tylor, Robert Taylor, Rachael Anne Elrod and Zach Young

Student Members Absent: Hannah Nguyen and Christine Tran

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 Senator Charlane Oliver.
- C. Adoption of Agenda

Motion to agenda to adopt agenda with changes.

By Berthena Nabaa-McKinney, seconded Cheryl Mayes

Vote: 9-0 (unanimous)

AWARDS AND RECOGNITIONS

- A. State Senate Resolution for “Every Student Known” Singers – Sen. Charlane Oliver – The Senator presented the students with a resolution.
- B. High School Spring Sports State Champions and Runners-up- The Board and Dr. Battle recognized the students.
- C. Middle School Sports State Champions and Runners-up and All Sports Award Winner – The Board and Dr. Battle recognized the students.
- D. Christine Tran – Student Board Member – The Board and Dr. Battle thanked her for two years of service as a Student Board Member.

PUBLIC PARTICIPATION

- A. Jomana Kamal – She addressed the Board concerning the lack of “Third Places” for students.
- B. A’Nai Parker – She addressed the Board concerning the need of “Teen Third Spaces” for students.

DIRECTOR’S REPORT

- A. Leadership Update and Promising Scholars Update - Dr. Battle presented the updates to the Board.

BOARD COMMITTEE REPORTS

- A. Berthena Nabaa-Mckinney – Gave a brief update on the budget process.

GOVERNANCE ISSUES

Consent

- a. Minutes – 5.27.2025 – Regular Meeting**
- b. Awarding of Purchases and Contracts**
 - 1. A-Z Office Resources**
 - 2. Curriculum Associates**
 - 3. Edmentum**
 - 4. EPS Operations, LLC**
 - 5. Evolution Maintenance, Inc.**
 - 6. Fast Electrical Contractors, Inc.**
 - 7. Howell & Fisher, PLLC**
 - 8. IN2 Electric, LLC**
 - 9. Jacquelyn Akbari dba Worthington Advisory**
 - 10. Jarrett Builders, Inc.**
 - 11. Klein Solomon Mills, PLLC (2)**
 - 12. Lee Company**

- 13. Lexia Learning Systems, Inc.**
- 14. Lexia Voyager Systems, Inc. McGraw-Hill Education, Inc. dba McGraw Hill, LLC**
- 15. Multi-Heal14. LU Inc.**
- 16. Pearson**
- 17. Psychological Assessment Resources, Inc. dba PAR Inc.**
- 18. Riverside Insights**
- 19. Southeast Electric, Inc.**
- 20. Therapro, Inc.**
- 21. Tibbetts Electrical Services, Inc.**
- 22. Western Psychological Services**

**Motion to approve the consent agenda.
By Zach Young, seconded Cheryl Mayes
Vote: 9-0 (unanimous)**

2. Certification of Charges of Dismissal

**Motion to approve the Certification of Charges of Dismissal.
By Cheryl Mayes, seconded Berthena Nabaa-Mckinney
Vote: 9-0 (unanimous)**

Freda Player adjourned the meeting at 5:59 p.m.



Chris M. Henson
Board Secretary

Freda Player
Board Chair

Date

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(1)

VENDOR:	Anthony N. Harris dba Avenue Construction, LLC
SERVICE/GOODS (SOW):	Amendment #2 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:	June 11, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	This amendment increases the contract value by \$2,000,000. Total compensation for this contract is not to exceed \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
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.(2)

VENDOR:	BCI Burke Company
SERVICE/GOODS (SOW):	For the provision of playground and water play equipment with related accessories and services.
SOURCING METHOD:	Sourcewell Cooperative Contract #010521-BUR
TERM:	June 11, 2025 through February 17, 2026
FOR WHOM:	All MNPS Schools
COMPENSATION:	Contractor will be compensated in accordance with the Sourcewell contract pricing. Total compensation for this contract is not to exceed \$480,000. Total compensation is based on an estimated yearly amount of \$480,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the performance, quality, and timeliness of the goods and services provided.
MBPE CONTRACT NUMBER:	7617813
SOURCE OF FUNDS:	Operating Budget and Capital Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(3)

VENDOR:	Beynon Sports Surfaces
SERVICE/GOODS (SOW):	For the provision of track surface services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, or new installation of commercial track surface systems.
SOURCING METHOD:	RFP 391398
TERM:	June 11, 2025 through June 10, 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 \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	TBD
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(4)

VENDOR:	Bryne and Jones Construction
SERVICE/GOODS (SOW):	For the provision of track surface services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, or new installation of commercial track surface systems.
SOURCING METHOD:	RFP 391398
TERM:	June 11, 2025 through June 10, 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 \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	TBD
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(5)

VENDOR:	Education Strategy Group, LLC
SERVICE/GOODS (SOW):	Amendment #2 extends the contract term and increases the contract value. The contract is for consultation services regarding extensive data projects centered around Momentum Metrics.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 30, 2026
FOR WHOM:	College and Career Readiness
COMPENSATION:	This amendment increases the contract value by \$100,000. Total compensation for this contract is not to exceed \$260,000. Total compensation is based on an estimated yearly amount of \$100,000.
OVERSIGHT:	College and Career Readiness
EVALUATION:	Based on the quality of the services provided.
MBPE CONTRACT NUMBER:	7568200
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(6)

VENDOR:	EnviroChem, Inc.
SERVICE/GOODS (SOW):	For the provision of services related to the continued functionality, repair, and maintenance of the bus wash system.
SOURCING METHOD:	Sole Source
TERM:	October 28, 2025 through October 27, 2030
FOR WHOM:	Transportation
COMPENSATION:	Contractor will be compensated in accordance with Exhibit A. Total compensation for this contract is not to exceed \$745,440. Total compensation is based on an estimated yearly amount of \$149,088.
OVERSIGHT:	Transportation
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	7614776
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(7)

VENDOR:	Family & Children’s Service
SERVICE/GOODS (SOW):	Amendment #3 increases the contract value and extends the term. The contract is for the provision of services and coordination for eighteen (18) Community Achieves schools and three (3) Family Resource Centers. The Contractor will bring expertise that will allow for the expansion of the community school model, personnel responsible for the overall operation of programs, and services at their assigned school.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 30, 2026
FOR WHOM:	MNPS Students, Families, and Staff
COMPENSATION:	This amendment increases the contract value by \$237,649.30. Total compensation for this contract is not to exceed \$6,080,649.30. Total compensation is based on an estimated yearly amount of \$1,200,000.
OVERSIGHT:	Community Achieves
EVALUATION:	Based on the quality and timeliness of the services provided and adherence to the requested scope of work.
MBPE CONTRACT NUMBER:	7530130
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(8)

VENDOR:	Genesis Learning Centers
SERVICE/GOODS (SOW):	Amendment #1 extends the contract term, increases the contract value, updates the Criminal Background Checks clause, and incorporates the Boycott of Israel Clause. The contract is for academic services in non-school settings (home, hospital, etc.) for general education students, including instructional education services for English learners, hospital-bound, health impaired, and pregnant students enrolled in MNPS.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 30, 2026
FOR WHOM:	MNPS Students Eligible for Homebound Schooling
COMPENSATION:	This amendment increases the contract value by \$80,000. Total compensation for this contract is not to exceed \$1,080,000. Total compensation is based on an estimated yearly amount of \$80,000.
OVERSIGHT:	Special Populations
EVALUATION:	Based on the completeness and quality of services provided, as requested by MNPS in Attachment A and as proposed by Contractor in Attachment B.
MBPE CONTRACT NUMBER:	7497172
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(9)

VENDOR:	GeoSurfaces Southeast, Inc.
SERVICE/GOODS (SOW):	For the provision of track surface services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, or new installation of commercial track surface systems.
SOURCING METHOD:	RFP 391398
TERM:	June 11, 2025 through June 10, 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 \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	TBD
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(10)

VENDOR:	Hendrick, Inc.
SERVICE/GOODS (SOW):	Amendment #2 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:	June 11, 2025 through May 28, 2026
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	This amendment increases the contract value by \$2,000,000. Total compensation for this contract is not to exceed \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
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.(11)

VENDOR:	Jarrett Fire Protection, LLC
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of fire sprinkler service and repair.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 28, 2027
FOR WHOM:	MNPS Schools and Facilities
COMPENSATION:	This amendment increases the contract value by \$2,000,000. Total compensation for this contract is not to exceed \$3,500,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the goods and services provided.
MBPE CONTRACT NUMBER:	7538085
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(12)

VENDOR:	KIPP Nashville, Nonprofit LLC
SERVICE/GOODS (SOW):	Charter school lease agreement for the use of real property located at 1000 Sevier St., Nashville, TN 37206.
SOURCING METHOD:	Revenue
TERM:	July 1, 2025 through June 30, 2035
FOR WHOM:	Faculty and Students at KIPP Nashville
COMPENSATION:	MNPS will be compensated in accordance with Section 6 of the lease agreement. Total revenue is based on an initial annual amount of \$335,214 (27,934.50 per month) for the first year, with a 3% annual increase in each subsequent year.
OVERSIGHT:	Facilities
EVALUATION:	Based on the timely lease payment, meeting the requirements of the contract, and being a positive partner to MNPS and the community.
MBPE CONTRACT NUMBER:	7606321
SOURCE OF FUNDS:	Revenue

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(13)

VENDOR:	McCain Foods USA, Inc.
SERVICE/GOODS (SOW):	Amendment #1 revises the Duties and Responsibilities section and Exhibit A to reflect additional items provided to MNPS and increases the rebate amounts accordingly. McCain Foods USA provides rebates to MNPS for select purchases made through the distributor, converting select USDA-donated raw commodities into finished, consumable products for use in MNPS food service programs.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 30, 2026
FOR WHOM:	MNPS Students and Cafeteria Staff
COMPENSATION:	This amendment increases the estimated rebate by \$38,000. Total revenue for this contract is estimated to be \$184,000. Total revenue is based on an estimated yearly amount of \$61,333.
OVERSIGHT:	Nutrition Services
EVALUATION:	Based on the timeliness of the rebate payments received.
MBPE CONTRACT NUMBER:	7561189
SOURCE OF FUNDS:	Nutrition Services Fund – Revenue

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(14)

VENDOR:	McCloskey Mechanical Contractors, Inc.
SERVICE/GOODS (SOW):	Amendment #1 increases the contract value. The contract is for the provision of HVAC upgrades at Granbery Elementary School.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through Project Completion
FOR WHOM:	Granbery Elementary School
COMPENSATION:	This amendment increases the contract value by \$100,000. Total compensation for this contract is not to exceed \$2,503,676. Total compensation is based on an estimated project amount of \$2,503,676.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided and adherence to the scope of work documents.
MBPE CONTRACT NUMBER:	7554383
SOURCE OF FUNDS:	Capital Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(15)

VENDOR:	Sessions Paving Company
SERVICE/GOODS (SOW):	For the provision of track surface services and related projects on an as-needed basis. Projects may include, but are not limited to, the repair, replacement, or new installation of commercial track surface systems.
SOURCING METHOD:	RFP 391398
TERM:	June 11, 2025 through June 10, 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 \$5,000,000. Total compensation is based on an estimated yearly amount of \$1,000,000.
OVERSIGHT:	Facilities
EVALUATION:	Based on the quality and timeliness of the services provided.
MBPE CONTRACT NUMBER:	TBD
SOURCE OF FUNDS:	Capital Funds and Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(16)

VENDOR:	STARS Nashville
SERVICE/GOODS (SOW):	Amendment #2 extends the contract term and increases the contract value. The contract is for STARS Nashville to serve as the lead agency for school-based mental health counselors and social workers, providing a coordinating position to partner with the Office of Counseling Services.
SOURCING METHOD:	Amendment of a Previously Board Approved Contract
TERM:	June 11, 2025 through June 30, 2027
FOR WHOM:	MNPS Students and Staff
COMPENSATION:	This amendment increases the contract value by \$10,000,000. Total compensation for this contract is not to exceed \$23,500,000. Total compensation is based on an estimated yearly amount of \$5,000,000.
OVERSIGHT:	Student Support Services
EVALUATION:	Based on the following: (1) monitoring of collaborative referrals assigned for tiered supports, crisis intervention, or subsistence needs; (2) monitoring and timely response to crisis interventions using the MNPS Suicide Screener and Threat Assessment Protocol; (3) progress monitoring of evidence-based Tier 2 and Tier 3 services being provided; (4) progress monitoring of service effectiveness towards the goal of increasing mental health supports for students, decreasing the number of disciplinary incidents, and increasing student attendance; (5) quantity and quality of professional learning opportunities provided to students, staff, and community members; (6) quality and timeliness of services provided and adherence to the scope of work documents.
MBPE CONTRACT NUMBER:	7527894
SOURCE OF FUNDS:	Various Operating Budgets

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(17)

VENDOR:	Trilogy Mentors, Inc. dba Pearl
SERVICE/GOODS (SOW):	For the implementation and provision of a web-based tutoring management solution including ongoing maintenance, support, and training.
SOURCING METHOD:	RFP 369372
TERM:	June 11, 2025 through June 10, 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 \$1,103,828.99. Total compensation is based on an estimated yearly amount as follows: • Year 1 - \$210,000.00 • Year 2 - \$215,250.00 • Year 3 - \$220,631.25 • Year 4 - \$226,147.03 • Year 5 - \$231,800.71
OVERSIGHT:	Accelerating Scholars
EVALUATION:	Based on continual district wide tutoring enrollment, attendance, and dosage tracking to ensure we are maximizing tutoring resources and student impact.
MBPE CONTRACT NUMBER:	7618059
SOURCE OF FUNDS:	Operating Budget

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(18)

VENDOR:	Unico Technology, LLC (authorized reseller under Carahsoft Technology Corporation)
SERVICE/GOODS (SOW):	For educational software solutions and services including, but not limited to, the following: • Network switching hardware and annual support • Firewall hardware and annual support • Annual anti-virus software subscriptions • Network security hardware and annual support
SOURCING METHOD:	OMNIA Partners Cooperative Contract R240303
TERM:	June 11, 2025 through December 31, 2027
FOR WHOM:	All MNPS Students and Staff
COMPENSATION:	Contractor will be compensated in accordance with the OMNIA Partners contract pricing. Total compensation for this contract is not to exceed \$2,500,000. Total compensation is based on an estimated yearly amount of \$1,250,000.
OVERSIGHT:	Technology Services
EVALUATION:	Based on the operation of units and performance to identify and control network traffic that contains security risks from entering the district.
MBPE CONTRACT NUMBER:	7617814
SOURCE OF FUNDS:	Operating Budget and Capital Funds

GOVERNANCE ISSUES – ACTIONS – CONSENT

A.1.b.(19)

VENDOR:	United Way of Middle Tennessee dba United Way of Greater Nashville
SERVICE/GOODS (SOW):	Lease agreement for the use of real property located at 2013 25th Ave., Nashville, TN 37208 (McGruder building), to be used as office space and a Family Resource Center. The lease is with United Way, which will sublease the premises to Catholic Charities of Nashville.
SOURCING METHOD:	Revenue
TERM:	July 1, 2025 through June 30, 2030
FOR WHOM:	Students and Families
COMPENSATION:	MNPS will be compensated in accordance with Section 6 of the lease agreement. Total revenue is calculated as the annual lease rate minus the annual rent credit. The rent credit may offset up to 100% of the annual lease rate, depending on the value of goods and services provided to MNPS. In accordance with Section 6 of the lease agreement, the total anticipated revenue from July 1, 2025, through June 30, 2030, is \$0 after applying the rent credit.
OVERSIGHT:	Facilities
EVALUATION:	Based on the timely lease payment, meeting the requirements of the contract, and being a positive partner to MNPS and the community.
MBPE CONTRACT NUMBER:	7613781
SOURCE OF FUNDS:	Revenue



METRO
NASHVILLE
PUBLIC
SCHOOLS

Fiscal Year 2025-26
OPERATING BUDGET

June 5, 2025

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET**

Document #1
June 5, 2025

Summary of Changes to FY 2025-26 Operating Budget

Account #	Description	Positions	Cost	Totals	% Chg
Total Operating Budget FY2024-2025		9201.2		\$1,250,578,900	
Employee Compensation					
	Operating Fund Salary Step Increase		9,262,500.00		
	Operating Fund COLA - 3%		18,615,000.00		
	Certificated Insurance - Insurance Trust (10.93% Increase)		13,298,200.00		
	Certificated Pension (Legacy Plan Decrease)		(1,400,000.00)		
	Support Pension		1,300,000.00		
	Support Insurance (6% Increase)		2,721,400.00		
	Nutrition Services Step Increase		400,500.00		
	Nutrition Services COLA - 3%		630,600.00		
Sub-total Employee Compensation				\$44,828,200	
Other Changes					
2180	Textbooks		14,600,000.00		
2555	Metro IT Charges		1,001,100.00		
5280	Radio Transmission		(29,300.00)		
5325	Safety & Security - High School Safety & Security Measures		1,200,000.00		
7316	Employee Injury on Duty Reimbursement		162,300.00		
7340	School Self Insurance Liability Fund		(328,700.00)		
7499	Guaranteed Pension Payment		(4,285,000.00)		
7500	Surplus Property		21,700.00		
7777	Property Tax Refund - MDHA Transfer		(1,320,000.00)		
Charter	Operational Transfer to Charter School Fund (1)		13,500,000.00		
SBB	Salary & Position Reconciliation	342	2,988,800.00		
Various	School-Based Students Supports (EE, ESL, Speech, other)	292	20,400,000.00		
Various	Inflationary, Contractual Increases & Other Required Expens	10.2	21,400,000.00		
Various	ESSER Bridge in Operating Budget	38.5	65,500,800.00		
Various	Targeted Savings		(21,347,900.00)		
Various	Budget Efficiencies		(26,292,000.00)		
Sub-total Other Changes		682.7 (2)		\$87,171,800	
Total Additions				\$132,000,000	10.56%
Total Operating Budget		9883.9		\$1,382,578,900	
Change from FY2025 Budget		682.7		\$132,000,000	

(1) Estimated increase in revenue pass through to charter, including enrollment projections - due to new law, we expect this calculation to change.

(2) It includes addition of school-based student support positions, Safety Ambassadors and other roles from ESSER Bridge to operating budget plus other school based positions not adjusted since last fiscal year.

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET**

Document #3
June 5, 2025

10-Month Support Employee Work Calendars

2024-25 Work Calendars

Position	Student Days	Paid Time Off Days (Vacation-Holidays)	Orientation/Training/ Administrative Days	Total Paid Days
Bus Drivers	174	16	6	196
Bus Monitors	174	16	4	194
ISS Monitors/Parent Outreach Translators/Campus Supervisors/Library Clerks	174	16	12	202
Educational Assistants (PreK and Special Ed)/Classroom Associates	174	16	12	202
Psychology Clerks/Secretary/Clerks/General Office Assistants	174	16	10	200

2025-26 Work Calendars

Student Days	Paid Time Off Days (Vacation-Holidays)	Orientation/Training/ Administrative Days	Total Paid Days
173	16	7	196
173	16	5	194
173	16	12	201
173	16	12	201
173	16	11	200

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET

Document #4
June 5, 2025

FY 2025-26 Early Learning Centers (Account #2328) Detail										
	Ross		Davis		Casa Azafran		Cambridge		Totals	
Projected Student Count	245		145		100		140		620	
	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars
Principals	1	\$168,700	1	\$168,700	1	\$168,700	1	\$168,700	4	\$674,800
Multi-Classroom Teacher (11 mon)	1	\$102,600	1	\$102,600	1	\$102,600	1	\$102,600	4	\$410,400
Admin - Records School Finance I	1	\$77,900	1	\$77,900	1	\$77,900	1	\$77,900	4	\$311,600
Secretary Clerk	1	\$56,100	1	\$56,100	1	\$56,100	1	\$67,200	4	\$235,500
School Counselors - ES	1	\$97,000	1	\$97,000	1	\$97,000	1	\$97,000	4	\$388,000
Assistant Principal - 120 Day	0.6	\$52,494	0.6	\$52,494					1.2	\$104,988
Librarians	1	\$102,800							1	\$102,800
Teachers	8.2	\$764,240	8.2	\$764,240	4.6	\$417,413	7.2	\$671,040	29.3	\$2,616,933
Family Involvement Specialist	0.5	\$42,600	0.5	\$42,600		\$-	0.5	\$42,600	1	\$127,800
Para Pro	9	\$461,700	9	\$461,700	5	\$255,800	8	\$410,400	33	\$1,589,600
Instructional Specialist	0.6	\$38,960	0.6	\$38,960					0	\$77,920
Other Personnel		\$3,107		\$10,000		\$9,278		\$2,000	0	\$24,385
Supplies		\$78,966		\$77,524		\$97,878		\$110,879	0	\$365,247
Management Consultant		\$10,000		\$10,000		\$17,700		\$10,000	0	\$47,700
Contracted Services - Building Rent						\$125,000			0	\$125,000
Total (2328 Function)	24.9	\$2,057,627	23.9	\$1,960,278	14.6	\$1,425,829	20.7	\$1,760,779	87.2	\$7,204,513

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET

Document #5
June 5,2025

FY 2025-26 Alternative Learning Centers (Account #2600) Detail						
	Johnson ALC		Bass ALC		Totals	
Projected Student Count	124		105		229	
	FTE	Dollars	FTE	Dollars	FTE	Dollars
Principals	1	\$159,800	1	\$178,900	2	\$338,700
Assistant Principals	2	\$253,000	1	\$153,600	3	\$406,600
School Counselors	2	\$205,000	1	\$107,600	3	\$312,600
Admin - Records School Finance I	1	\$74,200			1	\$74,200
Admin - Records School Finance II			1	\$86,100	1	\$86,100
Teachers	19	\$1,235,835	13	\$1,211,600	32	\$2,447,435
Campus Support	3	\$422,000	2	\$207,000	5	\$629,000
Dean of Students	1	\$115,500			1	\$115,500
Trauma Informed School Based	2	\$460,800			2	\$460,800
Restorative Practice Asst	1	\$129,200			1	\$129,200
Secretary Clerk	1	\$57,300			1	\$57,300
Supplies		\$275,206		\$26,354	0	\$301,560
Management Consultant		\$70,000			0	\$70,000
Total (2600 Function)	33	\$3,457,841	19	\$1,971,154	44.7	\$5,428,995

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
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Document #6
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FY 2025-26 Non-Traditional Schools (Account #2650) Detail

	Middle College HS		Big Picture		Transitions		Academy at Old Cockrill		Academy at Hickory Hollow		Academy at Opry Mills		Virtual School		Totals	
Projected Student Count	165		148		20		50		70		30		197		680	
	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars
Principals	1.0	\$178,900	0.5	\$89,450			1.0	\$178,900	1.0	\$178,900	1.0	\$178,900	0.5	\$89,450	5.0	\$894,500
Assistant Principals	1.0	\$153,600	1	\$166,600	1.0	\$153,600							2.0	\$307,200	5.0	\$781,000
School Counselors	1.0	\$120,500	1	\$120,500	0.6	\$38,960	1.0	\$120,500	1.0	\$228,100	1.0	\$120,500	1.0	\$120,500	6.6	\$869,560
Admin - Records School Finance	1.0	\$77,900	1	\$77,900		\$ -	1.0	\$77,900	1.0	\$77,900	1.0	\$77,900	1.0	\$77,900	6.0	\$467,400
Secretary Clerk	1.0	\$51,600	2	\$118,800	1.0	\$56,100	1.0	\$67,200	1.0	\$56,100	1.0	\$56,100			7.0	\$405,900
Graduation Advisor							1.0	\$110,800			1.0	\$110,800			2.0	\$221,600
Coach	2.0	\$226,300	2.45	\$279,025								\$ -	2.1	\$219,800	6.6	\$725,125
Deans			2	\$227,000								\$ -	0.6	\$38,960	2.6	\$265,960
Teachers	10.0	\$932,000	14	\$1,304,800	5.0	\$559,200	7.0	\$708,800	7.0	\$708,800	5.0	\$466,000	6.0	\$559,200	54.0	\$5,238,800
Asst - Data Analysis													1.0	\$84,000	1.0	\$84,000
Social Worker			0.6	\$56,940										\$ -	0.6	\$56,940
Campus Support			1	\$47,600			1.0	\$65,300	1.0	\$65,300		\$ -	1.0	\$47,600		\$225,800
Asst School General													1.0	\$46,000		\$46,000
Health Clerk Stipend		\$460		\$460		\$460		\$460		\$460		\$460		\$460		\$3,220
Other Personnel		\$1,000		\$81,000										\$21,300		\$103,300
Supplies		\$87,350		\$442,600		\$58,800		\$80,200		\$109,000		\$124,000		\$157,800		\$1,059,750
Management Consultant		\$406,300		\$50,000								\$4,000		\$278,000		\$738,300
Total (2650 Function)	17.0	\$2,235,910	\$26	\$3,062,675	7.6	\$867,120	13.0	\$1,410,060	12.0	\$ 1,303,027	10.0	\$1,138,660	16.2	\$2,048,170	96.4	\$12,187,155

**METROPOLLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET**

Document #7
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FY 2025-26 Special Education Centers (Account #2810) Detail								
	Cora Howe		Harris Hillman		Murrell		Totals	
Projected Student Count	75		160		40		275	
	FTE	Dollars	FTE	Dollars	FTE	Dollars	FTE	Dollars
Principals	1	\$178,900	1	\$178,900	1	\$178,900	3	\$536,700
Assistant Principal	1	\$139,300	1	\$139,300	1.6	\$192,729	3.6	\$471,329
Librarians	1	\$102,800	1	\$102,800	1	\$102,800	3	\$308,400
Admin - Records School Finance I	1	\$77,900	1	\$77,900	1	\$77,900	3	\$340,870
Teachers	20.3	\$1,883,480	19.1	\$1,780,120	17.3	\$1,612,360	56.7	\$5,275,960
Secretary Clerk			1	\$51,600	1	\$51,600	2	\$103,200
Dean	1	\$124,600	1	\$111,100				
General School Assistant	1	\$46,000					1	\$46,000
School Counselors	1	\$104,600	1	\$107,600			2	\$212,200
Para Pro					1.5	\$75,900		\$75,900
Social Worker					1	\$94,900		\$94,900
Coaches & Specialists	1	\$131,600			1.2	\$148,640	2.2	\$280,240
ISS Monitor	1	\$53,200				\$	1	\$53,200
Health Clerk Stipend		\$460		\$460		\$460		\$1,380
Other Personnel (Exception Pay)		\$6,020		\$11,500		\$2,000		\$19,520
Supplies		\$173,386		\$96,923		\$386,305		\$656,614
Management Consultant		\$56,580						\$56,580
Total (2810 Function)	29.3	\$3,078,826	26.1	\$2,658,203	26.6	\$2,924,494	76.9	\$8,532,993

**METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET**

Document #8
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CHARTER SCHOOLS				
ESTIMATED STATE AND LOCAL FUNDING				
	SCHOOL	Projected Students for FY2025 - 2026	Projected Per Pupil Rate	Projected FY2025 - 2026 Allocation
1	Aventura	357	\$ 17,652	\$ 6,301,800 *
2	Cameron College Prep Academy	431	\$ 17,652	7,608,000
3	Classical East	546	\$ 17,652	9,638,000
4	Classical West	135	\$ 17,652	2,383,000 *
5	East End Prep	823	\$ 17,652	14,527,600
6	Explore! Community School	596	\$ 17,652	10,520,600
7	Intrepid Prep	818	\$ 17,652	14,439,300
8	KA @ the Crossings	341	\$ 17,652	6,019,300
9	KIPP Academy Nashville	341	\$ 17,652	6,019,300
10	KIPP Kirkpatrick Elementary	350	\$ 17,652	6,178,200
11	KIPP Nashville College Prep	353	\$ 17,652	6,231,200
12	KIPP Nashville College Prep Elementary	406	\$ 17,652	7,166,700
13	KIPP Nashville Collegiate High School	449	\$ 17,652	7,925,700
14	LEAD Academy	480	\$ 17,652	8,473,000
15	LEAD Prep Southeast	814	\$ 17,652	14,368,700
16	Liberty Collegiate Academy	177	\$ 17,652	3,124,400
17	Nashville Prep Academy	165	\$ 17,652	2,912,600
18	Purpose Prep	437	\$ 17,652	7,713,900
19	Republic High School	300	\$ 17,652	5,295,600
20	Rocketship United	576	\$ 17,652	10,167,600
21	Smithson Craighead Academy	298	\$ 17,652	5,260,300
22	STEM Prep Academy	447	\$ 17,652	7,890,400
23	STEM Prep High School	488	\$ 17,652	8,614,200
24	Strive Collegiate Academy	178	\$ 17,652	3,142,100
25	Valor Collegiate Flagship	1,400	\$ 17,652	24,712,800
26	Valor Collegiate Voyager	495	\$ 17,652	8,737,700
27	Encompass	75	\$ 17,652	1,323,900
28	Invictous	150	\$ 17,652	2,647,800
	TOTAL CHARTER SCHOOL TRANSFER	12,426		\$ 219,347,900
	FY2025 Budget	13,283		\$ 205,847,900
	FY2026 Approved Change	(857)		\$ 13,500,000
	Public Charter School Commission**:			
	KIPP Antioch College Prep ES	625	17,652	11,032,500
	KIPP Antioch College Prep MS	528	17,652	9,320,300
	KIPP Antioch Global ES (New School)	150	17,652	2,647,800
	KIPP Antioch Global MS (New School)	215	17,652	3,795,200 *
	KIPP Antioch Global HS	375	17,652	6,619,500 *
	Lead Southeast ES (New School)	100	17,652	1,765,200 *
	Nashville Collegiate Prep	998	17,652	17,616,700 *
	Neelys Bend College Prep	245	17,652	4,324,700
	Nurses Middle College (New School)	75	17,652	1,323,900 *
	Rocketship Dream Prep	475	17,652	8,384,700
	Rocketship Northeast	490	17,652	8,649,500
	Tenn Nature Academy	260	17,652	4,589,500 *
	TOTAL PUBLIC CHARTER SCHOOL COMMISSION	4,536		\$ 80,069,500
	TOTAL CHARTER AND PUBLIC CHARTER SCHOOL COMMISSION	16,962		\$ 299,417,400

*Schools adding a grade

**State allocates revenue prior to disbursement to MNPS

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET

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			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
1100		Office of Director of Schools							
1100	1	Salaries, Taxes and Benefits	3.0	783,600	1.0	296,354	4.0	1,079,954	Director of Schools Up to 15 Days Vacation Payout per contract; Chief of Special Projects
1100	4	Supplies and Materials		3,600	-			3,600	
1100	5	Other Expenses		9,200	-			9,200	
1100	8	Travel/Mileage		5,000	-			5,000	
1100		Function Total	3.0	801,400	1.0	296,354	4.0	1,097,754	
1110		Board of Education							
1110	1	Salaries, Taxes and Benefits	2.0	469,600	-	62,134	2.0	531,734	No FTEs for Board Members
1110	4	Supplies and Materials		2,000	-			2,000	
1110	5	Other Expenses		36,500	-			36,500	
1110	8	Travel/Mileage		17,300	-			17,300	
1110	9	Contracted Services		66,000	-			66,000	
1110		Function Total	2.0	591,400	-	62,134	2.0	653,534	
1150		Chief Financial Officer							
1150	1	Salaries, Taxes and Benefits	2.0	358,600	5.5	900,308	7.5	1,258,908	Move .5 FTE from ESSER Bridge and 2 FTEs from 2109
1150	4	Supplies and Materials		1,000	-			1,000	
1150	5	Other Expenses		2,500	-	10,000		12,500	
1150	8	Travel/Mileage		2,100	-			2,100	
1150		Function Total	2.0	364,200	5.5	910,308	8.0	1,274,508	
1190		Community Partners							
1190	9	Contracted Services		400,000	-	-		400,000	
1190		Function Total	-	400,000	-	-	-	400,000	
1200		Human Resources							
1200	1	Salaries, Taxes and Benefits	63.0	7,542,200	1.0	440,833	64.0	7,983,033	Move 1 FTE from 4110
1200	4	Supplies and Materials		131,200	-			131,200	
1200	5	Other Expenses		268,600	-	30,000		298,600	
1200	8	Travel/Mileage		75,000	-			75,000	
1200	9	Contracted Services		2,467,600		329,400		2,797,000	Increased cost of background checks and RAPBack program; ADP Master Tax software
1200		Function Total	63.0	10,484,600	1.0	800,233	64.0	11,284,833	
1250		Chief of Staff							
1250	1	Salaries, Taxes and Benefits	5.0	1,001,100	-	24,252	5.0	1,025,352	
1250	4	Supplies and Materials		4,000	-			4,000	
1250	8	Travel/Mileage		1,400	-			1,400	
1250		Function Total	5.0	1,006,500	-	24,252	5.0	1,030,752	

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
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			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
1300		Employee Benefits							
1300	1	Salaries, Taxes and Benefits	12.0	1,316,000	-	159,362	12.0	1,475,362	
1300	4	Supplies and Materials		12,000		-		12,000	
1300	5	Other Expenses		500		-		500	
1300	8	Travel/Mileage		1,700		-		1,700	
1300		Function Total	12.0	1,330,200	-	159,362	12.0	1,489,562	
1400		Chief Operating Officer							
1400	1	Salaries, Taxes and Benefits	3.0	566,700	-	75,466	3.0	642,166	
1400	4	Supplies and Materials		500		-		500	
1400	5	Other Expenses		500		-		500	
1400	8	Travel/Mileage		500		-		500	
1400		Function Total	3.0	568,200	-	75,466	3.0	643,666	
1500		Procurement Services							
1500	1	Salaries, Taxes and Benefits	12.0	1,384,300		122,952	12.0	1,507,252	
1500	4	Supplies and Materials		1,500		-		1,500	
1500	5	Other Expenses		7,700		2,345		10,045	
1500	8	Travel/Mileage		4,100		20,900		25,000	
1500	9	Contracted Services		103,000		(13,000)		90,000	Targeted Savings
1500		Function Total	12.0	1,500,600	-	133,197	12.0	1,633,797	
1600		Fiscal Services							
1600	1	Salaries, Taxes and Benefits	7.0	840,900	-	140,296	7.0	981,196	
1600	4	Supplies and Materials		10,400		-		10,400	
1600	5	Other Expenses		10,500		2,500		13,000	
1600	8	Travel/Mileage		1,600		23,400		25,000	
1600	9	Contracted Services		185,200		(185,200)		-	Moved Allovue contract to 2310.9
1600		Function Total	7.0	1,048,600	-	(19,004)	7.0	1,029,596	
1625		School Audit							
1625	1	Salaries, Taxes and Benefits	8.0	882,400	-	233,380	8.0	1,115,780	
1625	4	Supplies and Materials		5,700		-		5,700	
1625	5	Other Expenses		9,500		(2,000)		7,500	
1625	8	Travel/Mileage		1,500		23,500		25,000	
1625	9	Contracted Services		135,700		6,000		141,700	
1625		Function Total	8.0	1,034,800	-	260,880	8.0	1,295,680	
1630		Financial Operations							
1630	1	Salaries, Taxes and Benefits	11.0	987,800	-	198,400	11.0	1,186,200	
1630	4	Supplies and Materials		7,000		-		7,000	
1630	5	Other Expenses		6,400		-		6,400	
1630	8	Travel/Mileage		2,100		22,900		25,000	
1630		Function Total	11.0	1,003,300	-	221,300	11.0	1,224,600	

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			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
1700		Student Assignment Services							
1700	1	Salaries, Taxes and Benefits	5.0	654,200	-	59,652	5.0	713,852	
1700	4	Supplies and Materials		10,000		-		10,000	
1700	8	Travel/Mileage		-		-		-	
1700	9	Contracted Services		19,900		-		19,900	
1700		Function Total	5.0	684,100	-	59,652	5.0	743,752	
1725		Student Success & Opportunity							
1725	1	Salaries, Taxes and Benefits	6.0	624,300	-	175,036	6.0	799,336	
1725	1	Budget Efficiency		-		-		-	
1725	4	Supplies and Materials		48,700		-		48,700	
1725	5	Other Expenses		-		-		-	
1725	8	Travel/Mileage		800		-		800	
1725	9	Contracted Services		303,000		(100,000)		203,000	Targeted Savings
1725		Function Total	6.0	976,800	-	75,036	6.0	1,051,836	
1750		Family Information Center							
1750	1	Salaries, Taxes and Benefits	11.0	926,600	1.0	(7,255)	12.0	919,345	Targeted Savings
1750	4	Supplies and Materials		10,000		-		10,000	
1750	5	Other Expenses		-		-		-	
1750		Function Total	11.0	936,600	1.0	(7,255)	12.0	929,345	
1800		Communications							
1800	1	Salaries, Taxes and Benefits	13.0	1,665,000	-	250,493	13.0	1,915,493	
1800	4	Supplies and Materials		59,500		-		59,500	
1800	5	Other Expenses		184,500		-		184,500	
1800	8	Travel/Mileage		8,000		-		8,000	
1800	9	Contracted Services		244,500		204,500		449,000	
1800		Function Total	13.0	2,161,500	-	454,993	13.0	2,616,493	

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			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2050		Chief of Academics and Schools							
2050	1	Salaries, Taxes and Benefits	22.0	4,050,800	5.5	980,435	27.5	5,031,235	5.5 FTEs from state grant, bridge, & reorg
2050	4	Supplies and Materials		147,200		190,000		337,200	Leadership Framework Implementation, TN Foundational Skills, & Literacy printing costs - move from Bridge. (\$35K move to .5)
2050	5	Other Expenses	-			35,000		35,000	Move from .4
2050	8	Travel/Mileage		24,500		-		24,500	
2050	9	Contracted Services		13,800		-		13,800	
2050		Function Total	22.0	4,236,300	5.5	1,205,435	27.5	5,441,735	
2055		Office of Priority Schools							
2055	1	Salaries, Taxes and Benefits	-	-	4.0	1,164,034	4.0	1,164,034	Izone Grant: Move Chief and EDSs from Bridge, move 1FTE to 2108
2055	4	Supplies and Materials		-		-		-	
2055	5	Other Expenses		4,500		-		4,500	
2055	8	Travel/Mileage		4,900		-		4,900	
2055		Function Total	-	9,400	4.0	1,164,034	4.0	1,173,434	
2060		Student Support Services							
2060	1	Salaries, Taxes and Benefits	3.0	703,000	3.0	76,225	6.0	779,225	Move from Bridge 2 Title IX Investigators; Navigator Manager - Targeted Savings
2060	4	Supplies and Materials		55,700		-		55,700	
2060	5	Other Expenses		20,000		-		20,000.000	
2060	8	Travel/Mileage		31,700		-		31,700	
2060	9	Contracted Services		20,000		-		20,000	RPA Contract
2060		Function Total	3.0	830,400	3.0	76,225	6.0	906,625	
2108		Division of Strategy							NEW FUNCTION
2108	1	Salaries, Taxes and Benefits	3.0	609,700	6.0	255,400	9.0	865,100	Move from Bridge: Talent Analysts, Talent Recruiter, Induction Specialist, Dir Org Effectiveness, move 1 FTE from 2055
2108	1	Stipends/Supplemental Earnings		-		-		-	
2108	4	Supplies and Materials		12,600		-		12,600	
2108	5	Other Expenses		7,600		-		7,600	
2108	8	Travel/Mileage		5,400		-		5,400	
2108	9	Contracted Services		50,000		600,000		650,000	
2108		Function Total	3.0	685,300	6.0	855,400	9.0	1,540,700	

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			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2112		Central School Counseling Services							
2112	1	Salaries, Taxes and Benefits	4.5	733,400	3.0	615,336	7.5	1,348,736	Move Dir Postsecondary Partnerships sunset NSR Grant ; Move 2 School Couns Coor from Bridge
2112	4	Supplies and Materials		36,000		-		36,000	
2112	5	Other Expenses		-		-		-	
2112	8	Travel/Mileage		21,200		-		21,200	
2112	9	Contracted Services		-		312,000		312,000	Herff Jones contract for diploma covers
2112		Function Total	4.5	790,600	3.0	927,336	7.5	1,717,936	
2125		In-School Suspension							
2125	1	Salaries, Taxes and Benefits	13.6	802,300	(3.6)	(200,360)	10.0	601,940	Based on current Principal Selections
2125		Function Total	13.6	802,300	(3.6)	(200,360)	10.0	601,940	SBB
2126		Office of Homebound							
2126	1	Salaries, Taxes and Benefits	7.0	1,277,800	4.5	654,323	11.5	1,932,123	1 FTE Ture up, Move2 FTE from Bridge; Move 1.5 FTE to support organizational alignment
2126	4	Supplies and Materials		10,000		-		10,000	
2126	5	Other Expenses		-		-		-	
2126	8	Travel/Mileage		10,000		-		10,000	
2126	9	Contracted Services		93,400		26,600		120,000	McGrath contract
2126		Function Total	7.0	1,391,200	4.5	680,923	11.5	2,072,123	
2127		Special Education - Homebound							NEW FUNCTION
2127	1	Salaries, Taxes and Benefits			7.0	843,577	7.0	843,577	Move from 2825
2127		Function Total	-	-	7.0	843,577	7.0	843,577	
2130		Curriculum and Instruction							
2130	1	Salaries, Taxes and Benefits	9.0	1,362,600	2.0	173,026	11.0	1,535,626	Move Grading and Scheduling Coor from Bridge
2130	1	Stipends/Supplemental Earnings		95,000		-		95,000	
2130	4	Supplies and Materials		65,600		-		65,600	
2130	8	Travel/Mileage		38,000		-		38,000	
2130	9	Contracted Services		24,400		-		24,400	
2130		Function Total	9.0	1,585,600	2.0	173,026	11.0	1,758,626	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2137		College and Career Readiness							
2137	1	Salaries, Taxes and Benefits	9.0	1,292,700	8.5	1,537,146	17.5	2,829,846	Move 1FTE from 2313; AVID Coord; From ESSER Bridge: Dir. College and Career Readiness Systems ; 2 Advanced Academic Coordinators; Career Readiness Coordinator; Coordinator, CCR Data and Impact; Analyst, College and Career Data; Coach, Data Use and Analysis
2137	1	Stipends/Supplemental Earnings	-			200,000		200,000	
2137	4	Supplies and Materials		84,700		-		84,700	
2137	5	Other Expenses		815,100		-		815,100	
2137	8	Travel/Mileage		541,100		-		541,100	
2137	9	Contracted Services		1,253,700		1,848,000		3,101,700	\$140K contract increase & \$858K expiring NSR grant; \$1,250,000 Pre-ACT, EPSO Contracts, MC3 Continuation, CCR Platform; Targeted Savings
2137		Function Total	9.0	3,987,300	8.5	3,585,146	17.5	7,572,446	
2160		Psychological Services							
2160	1	Salaries, Taxes and Benefits	68.0	7,310,400	-	(129,122)	68.0	7,181,278	Budget Efficiencies
2160	1	Budget Efficiency	-			-		-	
2160	4	Supplies and Materials		30,500		-		30,500	
2160	8	Travel/Mileage		11,100		-		11,100	
2160	9	Contracted Services	-			-		-	
2160		Function Total	68.0	7,352,000	-	(129,122)	68.0	7,222,878	
2170		Research, Assessment and Evaluation							
2170	1	Salaries, Taxes and Benefits	13.0	2,004,900	2.5	448,156	15.5	2,453,056	Move PEER Research Engagement Coor; .5 PEER Analyst; PEER Project Mgr from Bridge
2170	4	Supplies and Materials		271,000		-		271,000	
2170	5	Other Expenses		2,500		-		2,500	
2170	8	Travel/Mileage		3,000		-		3,000	NNERRP travel
2170	9	Contracted Services		1,519,800		-		1,519,800	
2170		Function Total	13.0	3,801,200	2.5	448,156	15.5	4,249,356	
2171		Central Library Information Services							
2171	1	Salaries, Taxes and Benefits	3.0	389,900	-	43,532	3.0	433,432	
2171	4	Supplies and Materials		98,000		-		98,000	
2171	5	Other Expenses	-			-		-	
2171	8	Travel/Mileage	-			-		-	
2171	9	Contracted Services		283,600		-		283,600	
2171		Function Total	3.0	771,500	-	43,532	3.0	815,032	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2174		Information Management and Decision Support							
2174	1	Salaries, Taxes and Benefits	74.0	6,146,900	-	465,812	74.0	6,612,712	
2174	1	Budget Efficiency		-		-		-	
2174	1	Stipends/Supplemental Earnings		10,000		-		10,000	
2174	4	Supplies and Materials		27,000		-		27,000	
2174	5	Other Expenses		35,000		-		35,000	
2174	7	Equipment		26,000		-		26,000	
2174	8	Travel/Mileage		2,000		-		2,000	
2174	9	Contracted Services		125,000		-		125,000	
2174		Function Total	74.0	6,371,900	-	465,812	74.0	6,837,712	
2178		Technology Services							
2178	1	Salaries, Taxes and Benefits	78.5	9,114,400	2.0	1,787,763	80.5	10,902,163	Move Enterprise Application Analyst; Instructional; IT: Repair Shop Technician from Bridge
2178	1	Budget Efficiency		-		-		-	
2178	1	Stipends/Supplemental Earnings		-		-			
2178	4	Supplies and Materials		295,800		(180,000)		115,800	Move to .9
2178	5	Other Expenses		423,200		(90,000)		333,200	Move to .9
2178	8	Travel/Mileage		36,400		-		36,400	
2178	9	Contracted Services		5,005,700		387,000		5,392,700	\$387,000: BARK=\$69,000, Info-Tech=\$250,000, LeanIX=\$68,000 (\$270K Move from .4 & .5)
2178		Function Total	78.5	14,875,500	2.0	1,904,763	80.5	16,780,263	
2180		Textbooks							
2180	4	Supplies and Materials		800,000	-	14,600,000		15,400,000	
2180		Function Total	-	800,000	-	14,600,000	-	15,400,000	
2200		District Staff Development							
2200	1	Stipends/Supplemental Earnings	-	919,600	-	-	-	919,600	
2200	4	Supplies and Materials		472,400		-		472,400	
2200	5	Other Expenses		-		-		-	
2200	8	Travel/Mileage		-		-		-	
2200	9	Contracted Services		-		-		-	
2200		Function Total	-	1,392,000	-	-	-	1,392,000	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2203		Learning Technology							
2203	1	Salaries, Taxes and Benefits	66.5	7,535,100	5.0	1,344,466	71.5	8,879,566	Move 5 Tech IT Support Specs from Bridge
2203	4	Supplies and Materials		105,800	-	-		105,800	
2203	5	Other Expenses		82,700	-	-		82,700	
2203	8	Travel/Mileage		50,000	-	-		50,000	
2203	9	Contracted Services		939,400		(199,000)		740,400	Move to 2850
2203		Function Total	66.5	8,713,000	5.0	1,145,466	71.5	9,858,466	
2232		Literacy Program							
2232	1	Salaries, Taxes and Benefits	8.5	1,232,100	-	(257,251)	8.5	974,849	Targeted Savings
2232	1	Budget Efficiency	-		-	-		-	
2232	1	Stipends/Supplemental Earnings		45,000	-	-		45,000	
2232	4	Supplies and Materials		320,900		(300,000)		20,900	Targeted Savings
2232	5	Other Expenses	-		-	-		-	
2232	8	Travel/Mileage		55,600	-	-		55,600	
2232	9	Contracted Services		100,100	-	-		100,100	
2232		Function Total	8.5	1,753,700	-	(557,251)	8.5	1,196,449	
2235		Multi-Tiered System of Support (MTSS)							
2235	1	Salaries, Taxes and Benefits	6.0	569,400	-	317,006	6.0	886,406	
2235	4	Supplies and Materials		65,000	-	-		65,000	
2235	8	Travel/Mileage		35,000	-	-		35,000	
2235	9	Contracted Services		-		4,630,000		4,630,000	Move \$130K from 2316 to support team module within ESK dashboard; \$4.5 Mil interventions for schools previously funded from ESSER.
2235		Function Total	6.0	669,400	-	4,947,006	6.0	5,616,406	
2240		Supplemental Teacher Pay							
2240	1	Stipends/Supplemental Earnings		500,500	-	850,000		1,350,500	Enhanced Option pay
2240		Function Total	-	500,500	-	850,000	-	1,350,500	
2282		STEAM							
2282	1	Salaries, Taxes and Benefits	10.5	1,117,800	-	250,818	10.5	1,368,618	
2282	1	Budget Efficiency	-		-	-		-	
2282	1	Stipends/Supplemental Earnings		81,400	-	-		81,400	
2282	4	Supplies and Materials		35,500	-	-		35,500	
2282	5	Other Expenses		285,100	-	-		285,100	
2282	7	Equipment		470,000	-	-		470,000	
2282	8	Travel/Mileage		42,000	-	-		42,000	
2282	9	Contracted Services		65,000	-	-		65,000	
2282		Function Total	10.5	2,096,800	-	250,818	10.5	2,347,618	
2310		Principals							
2310	1	Salaries, Taxes and Benefits	780.9	84,835,100	16.6	(236,417)	797.5	84,598,683	Based on current principal choice; Budget Efficiencies
2310	1	Stipends/Supplemental Earnings			-	-			
2310	9	Contracted Services				375,562		375,562	Allovue contract
2310		Function Total	780.9	84,835,100	16.6	139,145	797.5	84,974,245	SBB
2311		Counseling Services							
2311	1	Salaries, Taxes and Benefits	201.6	21,249,300	2.8	624,545	204.4	21,873,845	Based on current principal choice
2311	8	Travel/Mileage			-	-		-	
2311		Function Total	201.6	21,249,300	2.8	624,545	204.4	21,873,845	SBB

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2312		Library Services							
2312	1	Salaries, Taxes and Benefits	146.9	13,940,900	(4.5)	(55,333)	142.4	13,885,567	Based on current principal choice
2312	1	Stipends/Supplemental Earnings		5,900		-		5,900	
2312	1	Travel/Mileage		-		-		-	
2312		Function Total	146.9	13,946,800	(4.5)	(55,333)	142.4	13,891,467	SBB
2313		Substitutes - Regular/CTE							
2313	1	Salaries, Taxes and Benefits	510.0	25,500,900	(505.0)	(24,544,700)	5.0	956,200	Move Classroom Associates to 2318; Targeted Savings
2313	1	Stipends/Supplemental Earnings		-		595,000		595,000	Support Subs/Student Teachers
2313	3	Paid Medical Leave				2,000,000		2,000,000	
2313		Function Total	510.0	25,500,900	(505.0)	(21,949,700)	5.0	3,551,200	
2314		Health Services							
2314	1	Salaries, Taxes and Benefits	5.1	656,200	1.9	273,670	7.0	929,870	Move from Corrd School Health State Grant
2314	1	Stipends/Supplemental Earnings		60,000		-		60,000	
2314	4	Supplies and Materials		23,700		-		23,700	
2314	5	Other Expenses		-		-		-	
2314	8	Travel/Mileage		-		-		-	
2314	9	Contracted Services		93,100		43,000		136,100	Well Child visits
2314		Function Total	5.1	833,000	1.9	316,670	7.0	1,149,670	
2315		Substitutes - Special Education							
2315	1	Salaries, Taxes and Benefits		848,300	-	-		848,300	
2315		Function Total	-	848,300	-	-	-	848,300	
2316		School Funding Allocation							
2316	4	Supplies and Materials	-	15,638,100	-	4,908,840	-	20,546,940	Interventions for schools & ESK dashboard development
2316	5	Other Expenses		-		-		-	
2316	8	Travel/Mileage		-		-		-	
2316	9	Contracted Services		-		-		-	
2316		Function Total	-	15,638,100	-	4,908,840	-	20,546,940	SBB
2318		Classroom Associates							Proposed New Function
2318	1	Salaries, Taxes and Benefits	-	-	531.0	23,386,210	531.0	23,386,210	
2318		Function Total	-	-	531.0	23,386,210	531.0	23,386,210	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2320		Regular Teaching							
2320	1	Salaries, Taxes and Benefits	3,223.1	310,635,000	44.7	(479,098)	3,267.8	310,155,902	Budget Efficiencies
2320	1	Budget Efficiency		-		(1,520,350)		(1,520,350)	
2320	4	Supplies and Materials		1,417,400		-		1,417,400	
2320	5	Other Expenses		319,000		-		319,000	
2320	8	Travel/Mileage		300		-		300	
2320	9	Contracted Services		131,400		(131,400)		-	Move to 2310 for Allovue Contract
2320		Function Total	3,223.1	312,503,100	44.7	(2,130,848)	3,267.8	310,372,252	SBB
2321		Pre-K Instruction							
2321	1	Salaries, Taxes and Benefits	165.0	13,273,700	14.0	(30,536)	179.0	13,243,164	4 new FTEs (certificated) for new classrooms at Percy Priest & 10 FTEs moved to 2321 .
2321	4	Supplies and Materials		81,600		-		81,600	Targeted Savings
2321	8	Travel/Mileage		-		-		-	
2321		Function Total	165.0	13,355,300	14.0	(30,536)	179.0	13,324,764	SBB
2322		Classroom Prep Pay							
2322	1	Stipends/Supplemental Earnings		635,900	-	-		635,900	
2322		Function Total	-	635,900	-	-	-	635,900	
2323		English Learners - Supervision							
2323	1	Salaries, Taxes and Benefits	73.5	7,994,700	-	(121,103)	73.5	7,873,597	
2323	1	Budget Efficiency	-			(1,600,000)		(1,600,000)	
2323	1	Stipends/Supplemental Earnings		390,500		-		390,500	
2323	4	Supplies and Materials		128,300		-		128,300	
2323	5	Other Expenses		359,400		-		359,400	
2323	8	Travel/Mileage		33,500		-		33,500	
2323	9	Contracted Services		385,000		-		385,000	
2323		Function Total	73.5	9,291,400	-	(1,721,103)	73.5	7,570,297	
2324		English Learners							
2324	1	Salaries, Taxes and Benefits	271.7	31,512,700	95.4	4,208,067	367.1	35,720,767	Based on principal choices
2324	1	Budget Efficiency				-			
2324		Function Total	271.7	31,512,700	95.4	4,208,067	367.1	35,720,767	SBB
2327		Pre-K Administration							
2327	1	Salaries, Taxes and Benefits	7.5	1,081,600	-	53,144	7.5	1,134,744	
2327	4	Supplies and Materials		287,000		(160,000)		127,000	Targeted Savings
2327	5	Other Expenses	-			-		-	
2327	8	Travel	-			-		-	
2327	9	Contracted Services	-			-		-	
2327		Function Total	7.5	1,368,600	-	(106,856)	7.5	1,261,744	
2328		Early Learning Centers							
2328	1	Salaries, Taxes and Benefits	85.5	7,531,600	1.7	(476,387)	87.2	7,055,213	
2328	1	Stipends/Supplemental Earnings		24,000		-		24,000	
2328	4	Supplies and Materials	-			-		-	
2328	8	Travel/Mileage	-			-		-	
2328	9	Contracted Services		125,300		-		125,300	
2328		Function Total	85.5	7,680,900	1.7	(476,387)	87.2	7,204,513	Doc #4

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Function	Line								Notes
2332		Academies of Nashville (AON)							
2332	1	Salaries, Taxes and Benefits	3.0	477,100	-	32,613	3.0	509,713	
2332	1	Budget Efficiency	-			-		-	
2332	1	Stipends/Supplemental Earnings		20,000		-		20,000	
2332	4	Supplies and Materials		75,000		-		75,000	
2332	5	Other Expenses		409,900		-		409,900	
2332	8	Travel/Mileage		19,900		-		19,900	
2332		Function Total	3.0	1,001,900	-	32,613	3.0	1,034,513	
2334		Instructional Support - Other							
2334	1	Salaries, Taxes and Benefits	324.5	27,653,300	(68.7)	759,697	255.8	28,412,997	Based on principal choices; Budget Efficiencies
2334	1	Budget Efficiency	-			-			
2334	1	Stipends/Supplemental Earnings		2,220,100		-		2,220,100	
2334		Function Total	324.5	29,873,400	(68.7)	759,697	255.8	30,633,097	SBB
2335		Pupil Support - Other							
2335	1	Salaries, Taxes and Benefits	55.9	4,676,700	4.3	245,947	60.2	4,922,647	
2335		Function Total	55.9	4,676,700	4.3	245,947	60.2	4,922,647	SBB
2336		Vanderbilt Math and Science Program							
2336	9	Contracted Services		1,149,500	-	233,500		1,383,000	Contractual increases & Day of Discovery
2336		Function Total	-	1,149,500	-	233,500	-	1,383,000	
2350		Visual and Performing Arts							
2350	1	Salaries, Taxes and Benefits	21.5	2,222,000	0.5	217,575	22.0	2,439,575	Move .5 FTE from Bridge
2350	1	Budget Efficiency	-			-		-	
2350	1	Stipends/Supplemental Earnings		10,000		-		10,000	
2350	4	Supplies and Materials		361,500		-		361,500	
2350	5	Other Expenses	-			-			
2350	8	Travel/Mileage		12,000		-		12,000	
2350	9	Contracted Services		50,000		-		50,000	
2350		Function Total	21.5	2,655,500	0.5	217,575	22.0	2,873,075	
2371		Campus Support							
2371	1	Salaries, Taxes and Benefits	75.4	4,814,800	102.0	3,275,010	177.4	8,089,810	Move Safety Ambassadors from Bridge
2371	1	Stipends/Supplemental Earnings		122,800		-		122,800	
2371	4	Supplies and Materials		15,000		-		15,000	
2371	5	Other Expenses		2,000		-		2,000	
2371		Function Total	75.4	4,954,600	102.0	3,275,010	177.4	8,229,610	
2395		Homework Hotline							
2395	1	Stipends/Supplemental Earnings		98,200		-		98,200	
2395		Function Total	-	98,200	-	-	-	98,200	
2505		Career and Technical Education - Supervision							
2505	1	Salaries, Taxes and Benefits	3.0	462,400	-	46,524	3.0	508,924	
2505	4	Supplies and Materials		189,000		-		189,000	
2505	5	Other Expenses		25,000		-		25,000	
2505	8	Travel/Mileage		3,000		-		3,000	
2505		Function Total	3.0	679,400	-	46,524	3.0	725,924	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2520		Career and Technical Education							
2520	1	Salaries, Taxes and Benefits	94.1	9,372,300	0.7	(25,200)	94.8	9,347,100	
2520	1	Budget Efficiency		-		-		-	
2520	4	Supplies and Materials		-		-		-	
2520		Function Total	94.1	9,372,300	0.7	(25,200)	94.8	9,347,100	SBB
2555		Metro IT Charges							Name Change
2555	9	Contracted Services		5,511,200	-	1,001,100		6,512,300	Metro Pass Through
2555		Function Total	-	5,511,200	-	1,001,100	-	6,512,300	
2600		Alternative Learning Centers							
2600	1	Salaries, Taxes and Benefits	49.0	4,517,800	(4.3)	902,795	44.7	5,420,595	Based on principal choices
2600	1	Stipends/Supplemental Earnings		1,700		-		1,700	
2600	4	Supplies and Materials		67,000		(60,300)		6,700	
2600	8	Travel/Mileage		-		-		-	
2600		Function Total	49.0	4,586,500	(4.3)	842,495	44.7	5,428,995	Doc #5
2650		Non-Traditional Schools							
2650	1	Salaries, Taxes and Benefits	91.7	10,091,100	4.7	1,097,855	96.4	11,188,955	Based on principal choices
2650	1	Stipends/Supplemental Earnings		55,100		-		55,100	
2650	4	Supplies and Materials		417,700		-		417,700	
2650	8	Travel/Mileage		-		-		-	
2650	9	Contracted Services		525,400		-		525,400	
2650		Function Total	91.7	11,089,300	4.7	1,097,855	96.4	12,187,155	Doc #6
2805		Special Education Supervision							
2805	1	Salaries, Taxes and Benefits	13.0	1,363,200	-	362,510	13.0	1,725,710	
2805	1	Budget Efficiency		-		-		-	
2805	4	Supplies and Materials		18,000		-		18,000	
2805	8	Travel/Mileage		2,300		-		2,300	
2805	9	Contracted Services		70,000		-		70,000	
2805		Function Total	13.0	1,453,500	-	362,510	13.0	1,816,010	
2810		Special Education Centers							
2810	1	Salaries, Taxes and Benefits	77.7	7,946,300	(0.8)	436,093	76.9	8,382,393	Based on principal choices
2810	1	Stipends/Supplemental Earnings		11,200		-		11,200	
2810	4	Supplies and Materials		130,400		-		130,400	
2810	8	Travel/Mileage		-		-		-	
2810	9	Contracted Services		9,000		-		9,000	
2810		Function Total	77.7	8,096,900	(0.8)	436,093	76.9	8,532,993	Doc #7

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
2820		Special Education Teaching							
2820	1	Salaries, Taxes and Benefits	698.9	64,575,200	128.7	(4,475,070)	827.6	60,100,130	FTEs based on principal choices; Budget Efficiencies
2820	1	Budget Efficiency		-		-			
2820	4	Supplies and Materials		-		-			
2820	5	Equipment		-		-			
2820	8	Travel/Mileage		-		-			
2820	9	Contracted Services		-		-			
2820		Function Total	698.9	64,575,200	128.7	(4,475,070)	827.6	60,100,130	SBB
2825		Special Education Other							
2825	1	Salaries, Taxes and Benefits	405.0	28,645,600	69.2	1,240,110	474.2	29,885,710	Based on school & student needs
2825	4	Supplies and Materials		306,400		-		306,400	
2825	7	Equipment		14,200		-		14,200	
2825	8	Travel/Mileage		25,000		-		25,000	
2825	9	Contracted Services		6,074,200		-		6,074,200	
2825		Function Total	405.0	35,065,400	69.2	1,240,110	474.2	36,305,510	
2830		Special Education - Hearing Impaired							NEW FUNCTION
2830	1	Salaries, Taxes and Benefits		-	22.0	1,934,783	22.0	1,934,783	7 Sign Language Interpreters
2830	8	Travel/Mileage		-		-		-	
2830		Function Total	-	-	22.0	1,934,783	22.0	1,934,783	
2835		Special Education - Speech							NEW FUNCTION
2835	1	Salaries, Taxes and Benefits		-	95.0	9,541,200	95.0	9,541,200	5 Speech Language Pathologists
2835	8	Travel/Mileage		-		-		-	
2835		Function Total	-	-	95.0	9,541,200	95.0	9,541,200	
2840		Special Education - Pre-K							NEW FUNCTION
2840	1	Salaries, Taxes and Benefits		-	106.0	7,932,274	106.0	7,932,274	7 Pre-K Teachers/Paraprofessionals
2840	8	Travel/Mileage		-		-		-	
2840		Function Total	-	-	106.0	7,932,274	106.0	7,932,274	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	Notes
Function	Line								
2845		Scholars Portfolio							PROPOSED NEW FUNCTION
									Function includes Promising Scholars, Accelerating Scholars and Enriching Scholars programs: move 4 Accelerating Scholars FTEs from Bridge; HR, Operations, Data, Academic Mgmt Support; 37 Tutors (includes teacher compensation for Acc Scholars Program). Targeted savings
2845	1	Salaries, Taxes and Benefits	-		41.0	18,523,600	41.0	18,523,600	
2845	1	Stipends/Supplemental Earnings	-			630,000		630,000	\$200K Acc Scholars; \$430K Enr Scholars
2845	4	Supplies and Materials	-			-		-	
2845	7	Equipment	-			-		-	
2845	8	Travel/Mileage	-			-		-	
2845	9	Contracted Services	-			1,000,000		1,000,000	Promising Scholars
2845		Function Total	-	-	41.0	20,153,600	41.0	20,153,600	
2850		Credit Recovery							NEW FUNCTION
2850	1	Salaries, Taxes and Benefits	-	-	0.5	61,846	0.5	61,846	Move 1 FTE from 2203
2850	4	Supplies and Materials	-			-		-	
2850	7	Equipment	-			-		-	
2850	8	Travel/Mileage	-			-		-	
2850	9	Contracted Services	-			199,000		199,000	Move from 2203 for software and CTE courses related to credit recovery
2850		Function Total	-	-	0.5	260,846	0.5	260,846	
2906		Extended Learning							
2906	1	Salaries, Taxes and Benefits			1.0	133,800	1.0	133,800	Move Extended Learning Coordinator from Bridge
2906		Function Total	-	-	1.0	133,800	1.0	133,800	
2999		Career Ladder							
2999	1	Salaries, Taxes and Benefits		900,000	-	(400,000)		500,000	State Pass Through (Reduction based on teachers currently in the plan)
2999		Function Total	-	900,000	-	(400,000)	-	500,000	
3100		Attendance Services							
3100	1	Salaries, Taxes and Benefits	15.0	1,374,300	-	114,325	15.0	1,488,625	
3100	1	Stipends/Supplemental Earnings		-		150,000		150,000	Move from Bridge
3100	4	Supplies and Materials		410,000		475,000		885,000	Move from Bridge
3100	5	Other Expenses		-		-			
3100	8	Travel/Mileage		10,000		-		10,000	
3100	9	Contracted Services		500,200		-		500,200	
3100		Function Total	15.0	2,294,500	-	739,325	15.0	3,033,825	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
3200		Social and Emotional Learning							
3200	1	Salaries, Taxes and Benefits	35.1	4,098,800	(9.0)	(305,028)	26.0	3,793,772	
3200	1	Vacant FTEs		-		-		-	
3200	1	Stipends/Supplemental Earnings		10,000				10,000	
3200	4	Supplies and Materials		-		-		-	
3200	5	Other Expenses		26,300		28,300		54,600	Move from Bridge
3200	8	Travel/Mileage		-		-		-	
3200	9	Contracted Services		75,000		425,000		500,000	SewnToGrow Grant
3200		Function Total	35.1	4,210,100	(9.1)	148,272	26.0	4,358,372	
3205		Positive School Climate Supports							
3205	1	Salaries, Taxes and Benefits	14.5	1,787,800	1.0	247,531	15.5	2,035,331	
3205	1	Stipends/Supplemental Earnings		-		10,000		10,000	Move from ESSER
3205	4	Supplies and Materials		18,000		10,000		28,000	
3205	5	Other Expenses		25,000		12,000		37,000	Move from ESSER
3205	8	Travel/Mileage		20,000		10,000		30,000	Move from ESSER
3205	9	Contracted Services		-		-		-	
3205		Function Total	14.5	1,850,800	1.0	289,531	15.5	2,140,331	
3210		Cluster Based Student Support							
3210	1	Salaries, Taxes and Benefits	117.0	9,231,700	(34.0)	(55,768)	83.0	9,175,932	
3210	4	Supplies and Materials		424,000		-		424,000	
3210	5	Other Expenses		-		-			
3210	8	Travel/Mileage		31,000		-		31,000	
3210	9	Contracted Services		-		5,160,000		5,160,000	STARS Contract under Bridge
3210		Function Total	117.0	9,686,700	(34.0)	5,104,232	83.0	14,790,932	
3211		Social Work							NEW FUNCTION
3211	1	Salaries, Taxes and Benefits	-	-	50.0	5,611,043	50.0	5,611,043	Move from 3210
3211	1	Stipends/Supplemental Earnings		-		10,000		10,000	Stipends for clinical supervision to social workers working towards their LCSW.
3211	4	Supplies and Materials		-		-		-	
3211	5	Other Expenses		-		-		-	
3211	8	Travel/Mileage		-		-		-	
3211		Function Total	-	-	50.0	-	50.0	5,621,043	
3250		Office of Translation and Interpretation Services							
3250	1	Salaries, Taxes and Benefits	67.5	3,758,700	-	799,646	67.5	4,558,346	Parent Outreach Translators re-classification
3250	1	Vacant FTEs				-			
3250	1	Stipends/Supplemental Earnings		12,500		-		12,500	
3250	4	Supplies and Materials		47,000		-		47,000	
3250	5	Other Expenses		5,000		-		5,000	
3250	8	Travel/Mileage		18,000		-		18,000	
3250	9	Contracted Services		459,600		-		459,600	
3250		Function Total	67.5	4,300,800	-	799,646	67.5	5,100,446	
3260		Community Achieves							
3260	1	Salaries, Taxes and Benefits	37.5	3,164,600	9.0	1,514,678	46.5	4,679,278	CA School Coordinators & Program Coor from Bridge
3260	1	Vacant FTEs		-		-		-	
3260	4	Supplies and Materials		30,000		104,000		134,000	
3260	5	Other Expenses		40,000		10,000		50,000	
3260	8	Travel/Mileage		21,000		20,000		41,000	
3260	9	Contracted Services		908,400		1,520,350		2,428,750	
3260		Function Total	37.5	4,164,000	9.0	3,169,028	46.5	7,333,028	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
4110		Transportation Supervision							
4110	1	Salaries, Taxes and Benefits	50.0	6,112,800	1.0	(781,620)	51.0	5,331,180	Move 1 FTE to HR; Trans Operations Sys Mgr , Bus Driver Trainer; Targeted Savings
4110	1	Stipends/Supplemental Earnings		116,800	-			116,800	
4110	4	Supplies and Materials		37,900	-			37,900	
4110	5	Other Expenses		20,200	-			20,200	
4110	8	Travel/Mileage		5,000		15,000		20,000	Professional Development Conferences
4110	9	Contracted Services		105,000	-			105,000	
4110		Function Total	50.0	6,397,700	1.0	(766,620)	51.0	5,631,080	
4130		Operation of School Buses							
4130	1	Salaries, Taxes and Benefits	278.0	12,158,300	-	6,984,377	278.0	19,142,677	\$1 million Bus Driver recruitment & retention programs; \$1,250,000 Promising Scholars; \$1,723,000 District Funded Extra Labor
4130	1	Budget Efficiencies	-		(9.5)	(633,224)	(9.5)	(633,224)	
4130	1	Stipends/Supplemental Earnings		492,900	-			492,900	
4130	4	Supplies and Materials		4,100,000	-			4,100,000	
4130	9	Contracted Services		1,242,000	-			1,242,000	
4130		Function Total	278.0	17,993,200	(9.5)	6,351,153	268.5	24,344,353	
4131		Operation of Special Education Buses							
4131	1	Salaries, Taxes and Benefits	151.0	8,217,600	-	549,600	151.0	8,767,200	
4131	1	Budget Efficiencies	-		(51.0)	(3,694,889)	(51.0)	(3,694,889)	
4131	1	Stipends/Supplemental Earnings		614,800	-			614,800	Bus Driver recruitment & retention program
4131		Function Total	151.0	8,832,400	(51.0)	(3,145,289)	100.0	5,687,111	
4137		Bus Monitors							
4137	1	Salaries, Taxes and Benefits	170.0	5,961,800	-	1,958,953	170.0	7,920,753	
4137	1	Budget Efficiencies	-		(18.5)	(835,208)	(18.5)	(835,208)	
4137	1	Stipends/Supplemental Earnings		351,500		148,500		500,000	Bus Monitor recruitment & retention program
4137		Function Total	170.0	6,313,300	(18.5)	1,272,245	151.5	7,585,545	
4160		Maintenance of Vehicles							
4160	1	Salaries, Taxes and Benefits	35.0	2,869,600	-	533,897	35.0	3,403,497	
4160	1	Vacant FTEs	-		(5.0)	(467,298)	(5.0)	(467,298)	
4160	1	Stipends/Supplemental Earnings		187,800	-			187,800	
4160	4	Supplies and Materials		3,082,000		100,000		3,182,000	Inflationary Increases
4160	5	Other Expenses		890,100	-			890,100	
4160	8	Travel/Mileage		4,800		2,000		6,800	
4160		Function Total	35.0	7,034,300	(5.0)	168,599	30.0	7,202,899	
4319		WeGo Bus Passes							
4319	4	Supplies and Materials		75,000	-	-		75,000	
4319	9	Contracted Services		750,000	-	-		750,000	
4319		Function Total	-	825,000	-	-	-	825,000	
5120		Portable Moving							
5120	9	Contracted Services		400,000	-	1,100,000		1,500,000	Move from Bridge
5120		Function Total	-	400,000	-	1,100,000	-	1,500,000	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
5212		Custodial and Ground Services							
5212	9	Contracted Services		26,188,800	-	1,811,200		28,000,000	Contract Increases
5212		Function Total	-	26,188,800	-	1,811,200	-	28,000,000	
5220		Utility Services							
5220	5	Utility Services, Natural Gas		2,500,500		(156,099)		2,344,401	Targeted Savings
5230	5	Utility Services, Water & Sewer		3,873,500		1,504,370		5,377,870	
5240	5	Utility Services, Electricity		19,619,400		836,938		20,456,338	
5250	5	Utility Services, Telephones		717,000		168,316		885,316	
5260	5	Utility Services, Waste Disposal		1,051,000		222,771		1,273,771	
		Function Total	-	27,761,400	-	2,576,296	-	30,337,696	
5280		Radio Transmission							
5280	5	Other Expenses		342,300		22,000		364,300	Metro Pass Through
5280		Function Total	-	342,300	-	22,000	-	364,300	
5315		Fixed Assets and Inventory Control							
5315	1	Salaries, Taxes and Benefits	37.0	2,841,200	-	374,494	37.0	3,215,694	
5315	1	Vacant FTEs		-		-		-	
5315	1	Stipends/Supplemental Earnings		327,700		-		327,700	
5315	4	Supplies and Materials		117,600		-		117,600	
5315	5	Other Expenses		261,100		-		261,100.0	
5315	9	Contracted Services		429,800		7,700		437,500	Frontline software contract increase
5315		Function Total	37.0	3,977,400	-	382,194	37.0	4,359,594	

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		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
5325		Safety and Security							
5325	1	Salaries, Taxes and Benefits	45.0	3,632,700	1.5	694,138	46.5	4,326,838	Discipline Board Members; previously state funded.
5325	1	Stipends/Supplemental Earnings		35,000		-		35,000	
5325	4	Supplies and Materials		89,500		184,450		273,950	Additional AEDs, Wands, school radios
5325	5	Other Expenses		821,500		(479,150)		342,350	
5325	7	Equipment	-			-		-	
5325	8	Travel/Mileage		10,000		1,000		11,000	
5325	9	Contracted Services		380,500		1,307,550		1,688,050	Targeted Savings
5325		Function Total	45.0	4,969,200	1.5	1,707,988	46.5	6,677,188	
5326		Athletics Office							
5326	1	Salaries, Taxes and Benefits	-	-	1.5	343,410	1.5	343,410	Move 1 FTE from 2313 to 5326, Move 1 FTE from 2050 to 5326
5326	5	Other Expenses		553,000		-		553,000	
5326	8	Travel/Mileage		-		-		-	
5326	9	Contracted Services		380,000		-		380,000	
5326		Function Total	-	933,000	1.5	-	-	933,000	
6110		Maintenance Supervision							
6110	1	Salaries, Taxes and Benefits	8.0	924,100	-	424,134	8.0	1,348,234	
6110	1	Vacant FTEs		-		-		-	
6110	4	Supplies and Materials		7,500		11,054		18,554	Inflatinary increases
6110		Function Total	8.0	931,600	-	435,188	8.0	1,366,788	
6120		Construction Supervision							
6120	1	Salaries, Taxes and Benefits	7.5	1,071,200	-	76,167	7.5	1,147,367	
6120	1	Vacant FTEs		-		-		-	
6120	4	Supplies and Materials		15,000		-		15,000	
6120	5	Other Expenses		23,900		-		23,900	
6120	8	Travel/Mileage		4,000		-		4,000	
6120	9	Contracted Services		50,000		-		50,000	
6120		Function Total	7.5	1,164,100	-	76,167	7.5	1,240,267	
6300		Maintenance of Facilities							
6300	1	Salaries, Taxes and Benefits	180.5	13,265,800	-	2,038,729	180.5	15,304,529	
6300	1	Vacant FTEs		-	(15.5)	(1,273,096)	(15.5)	(1,273,096)	
6300	1	Stipends/Supplemental Earnings		438,200		894,426		1,332,626	Increased Overtime
6300	4	Supplies and Materials		5,488,100		274,405		5,762,505	Inflationary Increases
6300	5	Other Expenses		1,032,100		(612,371)		419,729	Targeted Savings
6300	8	Travel/Mileage		3,500		14,226		17,726	On-call Technicians
6300	9	Contracted Services		2,487,600		2,071,016		4,558,616	Inflationary Increases
6300		Function Total	180.5	22,715,300	(15.5)	3,407,336	165.0	26,122,636	

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Function	Line								Notes
7311		Retirees Group Insurance - Certificated							
7311	5	Other Expenses		29,014,600		8,169,200		37,183,800	Employer Health Plan - Increase based on prior year spending & FY26 insurance rate increase
7311		Function Total	-	29,014,600	-	8,169,200	-	37,183,800	
7315		Employee Death Benefits							
7315	5	Other Expenses		74,000		6,000		80,000	
7315		Function Total	-	74,000	-	6,000	-	80,000	
7316		Employee OJI Reimbursement							
7316	5	Other Expenses		1,636,100		162,300		1,798,400	
7316		Function Total	-	1,636,100	-	162,300	-	1,798,400	
7318		Retirement Sick Leave Pay-Certificated							
7318	1	Salaries, Taxes and Benefits		875,000		125,000		1,000,000	
7318		Function Total	-	875,000	-	125,000	-	1,000,000	
7319		Retirement Sick Leave Pay-Support							
7319	1	Salaries, Taxes and Benefits		208,100		141,900		350,000	
7319		Function Total	-	208,100	-	141,900	-	350,000	
7320		Building and Content Insurance							
7320	5	Other Expenses		3,779,500		-		3,779,500	Transfer to Metro Self Insurance Fund
7320		Function Total	-	3,779,500	-	-	-	3,779,500	
7325		Insurance Reserve							
7325	5	Other Expenses		14,700		-		14,700	Vandalism/school deductible recovery reserve
7325		Function Total	-	14,700	-	-	-	14,700	
7340		Liability Insurance							
7340	5	Other Expenses		1,290,600		(328,680)		961,920	Transfer to MNPS Self Insurance Fund
7340		Function Total	-	1,290,600	-	(328,680)	-	961,920	
7499		Guaranteed Pension Payment							
7499	5	Other Expenses		4,287,000		(4,287,000)		-	Eliminated per Metro Finance
7499		Function Total	-	4,287,000	-	(4,287,000)	-	-	
7500		Surplus Property							
7500	5	Other Expenses		65,600		21,700		87,300	
7500		Function Total	-	65,600	-	21,700	-	87,300	

METROPOLITAN NASHVILLE PUBLIC SCHOOLS
OPERATING BUDGET

Document #9
June 5, 2025

			2024 - 2025	2024 - 2025	2025 - 2026	2025 - 2026	2025 - 2026	2025 - 2026	
		Account Name	Approved FTEs	Approved Budget	Proposed Position FTEs	Proposed Budget	Proposed Positions	Proposed Budget	
Function	Line								Notes
7777		Property Tax Refund							
7777	5	Other Expenses		9,439,400		(1,287,000)		8,152,400	
7777		Function Total	-	9,439,400	-	(1,287,000)	-	8,152,400	
7900		Legal Services							
7900	9	Contracted Services		192,000		-		192,000	Metro Legal Dept
7900		Function Total	-	192,000	-	-	-	192,000	
8119		District Dues							
8119	5	Other Expenses		76,100		25,428		101,528	TSBA/NSBA/Council of Great City Schools/MASS/TOSS/ASBO/CFO Bond/ERS-Aspen
8119	8	Travel/Mileage				-			
8119		Function Total	-	76,100	-	25,428	-	101,528	
8320		Adult Education Program							
8320	1	Salaries, Taxes and Benefits	7.0	574,200	3.0	324,754	10.0	898,954	Based on principal choices
8320	1	Stipends/Supplemental Earnings		4,500		-		4,500	
8320	4	Supplies and Materials		22,800		-		22,800	
8320		Function Total	7.0	601,500	3.0	324,754	10.0	926,254	
Operational Total			9,201.2	1,028,087,700	682.7	117,468,900	9,883.9	1,145,556,600	
		Operational Transfer to Charter School Fund	-	205,847,900		13,500,000	-	219,347,900	
		Operational Transfer to Nutrition Services Fund	-	13,742,700		1,031,100	-	14,773,800	
		Reimbursable Projects	-	2,900,600			-	2,900,600	
		Grand Total	9,201.2	1,250,578,900	683.0	132,000,000	9,883.9	1,382,578,900	

Account Name	Account #
ADMINISTRATION	1000
OFFICE OF DIRECTOR OF SCHOOLS	1100
BOARD OF EDUCATION	1110
CHIEF FINANCIAL OFFICER	1150
COMMUNITY PARTNERS	1190
HUMAN RESOURCES	1200
CHIEF OF STAFF	1250
EMPLOYEE BENEFITS	1300
CHIEF OPERATING OFFICER	1400
PROCUMENT SERVICES	1500
FISCAL SERVICES	1600
SCHOOL AUDIT	1625
FINANCIAL OPERATIONS	1630
STUDENT ASSIGNMENT SERVICES	1700
STUDENT SUCCESS & OPPORTUNITY	1725
FAMILY INFORMATION CENTER	1750
COMMUNICATIONS	1800
CHIEF OF ACADEMICS AND SCHOOLS	2050
OFFICE OF PRIORITY SCHOOLS	2055
STUDENT SUPPORT SERVICES	2060
Division Of Strategy	2108
CENTRAL SCHOOL COUNSELING SERVICES	2112
IN-SCHOOL SUSPENSION	2125
OFFICE OF HOMEBOUND	2126
OOFFICE OF HOMEBOUND - SPEC ED	2127
CURRICULUM AND INSTRUCTION	2130
COLLEGE & CAREER READINESS	2137
PSYCHOLOGICAL SERVICES	2160
RESEARCH, ASSESSMENT, AND EVALUATION	2170
CENTRAL LIBRARY INFORMATION SERVICES	2171
INFORMATION MANAGEMENT AND DECISION SUPPORT	2174
INFORMATION TECHNOLOGY	2178
TEXTBOOKS	2180
DISTRICT STAFF DEVELOPMENT	2200
LEARNING TECHNOLOGY	2203
LITERACY PROGRAM	2232
MTSS	2235
SUPPLEMENTARY TEACHER PAY	2240
STEAM (SCIENCE TECHNOLOGY ENGINEERING ARTS MATHEMATICS)	2282
PRINCIPALS	2310
COUNSELING SERVICES	2311
LIBRARY SERVICES	2312
SUBSTITUTES - REGULAR/CTE	2313
HEALTH SERVICES	2314
SUBSTITUTES - SPECIAL EDUCATION	2315

SCHOOL FUNDING ALLOCATION	2316
CLASSROOM ASSOCIATES	2318
REGULAR TEACHING	2320
PRE-K INSTRUCTION	2321
CLASSROOM PREPARATION PAY	2322
ENGLISH LEARNERS - SUPERVISION	2323
ENGLISH LEARNERS	2324
PRE-K ADMINISTRATION	2327
EARLY LEARNING CENTERS	2328
ACADEMIES OF NASHVILLE (AON)	2332
INSTRUCTIONAL SUPPORT - OTHER	2334
PUPIL SUPPORT - OTHER	2335
VANDERBILT MATH & SCIENCE PROGRAM	2336
VISUAL & PERFORMING ARTS	2350
CAMPUS SUPPORT	2371
HOMEWORK HOTLINE	2395
CAREER & TECHNICAL EDUCATION SUPERVISION	2505
CAREER & TECHNICAL EDUCATION	2520
METROPOLITAN GOVERNMENT IT CHARGES	2555
ALTERNATIVE LEARNING CENTERS	2600
NON-TRADITIONAL SCHOOLS	2650
SPECIAL EDUCATION SUPERVISION	2805
SPECIAL EDUCATION CENTERS	2810
SPECIAL EDUCATION TEACHING	2820
SPECIAL EDUCATION OTHER	2825
SPECIAL EDUCATION - HEARING IMPAIRED	2830
SPECIAL EDUCATION - SPEECH	2835
SPECIAL EDUCATION - PREK	2840
SCHOLARS PORTFOLIO	2845
CREDIT RECOVERY	2850
EXTENDED LEARNING	2906
CAREER LADDER	2999
ATTENDANCE SERVICES	3100
SOCIAL AND EMOTIONAL LEARNING	3200
POSITIVE SCHOOL SUPPORTS	3205
CLUSTER BASED STUDENT SUPPORT	3210
SOCIAL WORK	3211
OFFICE OF TRANSLATION & INTERPRETATION SERVICES	3250
COMMUNITY ACHIEVES	3260
TRANSPORTATION SUPERVISION	4110
OPERATION OF SCHOOL BUSES	4130
OPERATION OF SPECIAL EDUCATION BUSES	4131
BUS MONITORS	4137
MAINTENANCE OF VEHICLES	4160
WEGO BUS PASSES	4319
PORTABLE MOVING	5120

CUSTODIAL AND GROUNDS SERVICES	5212
RADIO TRANSMISSION	5280
FIXED ASSET AND INVENTORY CONTROL	5315
SAFETY AND SECURITY	5325
ATHLETIC OFFICE	5326
MAINTENANCE SUPERVISION	6110
CONSTRUCTION SUPERVISION	6120
MAINTENANCE OF FACILITIES	6300
FIXED CHARGES	7000
RETIREEES GROUP INSURANCE-CERTIFICATED	7311
EMPLOYEE DEATH BENEFITS	7315
EMPLOYEE INJURIES ON THE JOB REIMBURSEMENT	7316
RETIREMENT SICK LEAVE PAY-CERTIFICATED	7318
RETIREMENT SICK LEAVE PAY-SUPPORT	7319
BUILDINGS AND CONTENTS INSURANCE	7320
INSURANCE RESERVE	7325
LIABILITY INSURANCE	7340
GUARANTEED PENSION PAYMENT	7499
PROPERTY TAX REFUND	7777
LEGAL SERVICES	7900
ADULT AND COMMUNITY SERVICES	8000
DISTRICT DUES	8119
ADULT EDUCATION PROGRAM	8320
UTILITIES	5220-5260

Amended New Start Charter Applications

Office of Charter Schools
June 10, 2025



METRO
NASHVILLE
PUBLIC
SCHOOLS

Timeline Overview

New Start Charter Application Process

Initial Application Submission

Charter Review Team Review and Ratings

New Start Application Recommendations

Amended New Start Application Process

Amended Application Submission

Charter Review Team Review and Ratings

Amended Application Recommendations



MNPS Amended Charter Applications Review Process

Convene review team



Review amended application corrected deficiencies



Rate amended new start application sub-sections and provide an overall rating for each section



TDOE requires the review team to provide the Board with a **consensus summary rating**



Board votes

Evaluation and Scoring

Charter school application requirements applicable to all authorizers as defined by T.C.A. § 49-13-104(3).

Applications are scored using the **Tennessee Department of Education Charter Application Rubric**, which include the following sections:

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

Tennessee Charter School Application Scoring Criteria

Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet 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.	The applicant's response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.	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.

The rubric states, “to be deemed eligible for approval, the summary ratings for all applicable categories must be **Meets or Exceeds the Standard.**”

Charter Authorization

Amended New Start Application

Purpose: The Tennessee Public Charter Schools Act of 2002 requires that the local board of education approve or deny public charter school amended applications no later than sixty (60) days after receipt of the completed amended application. TCA § 49-13-108(b)(3); SBE Rule 0520-14-01-.01(1)

Discussion/Background:

- TCA § 49-13-121 states that a charter agreement shall be for a period of (10) academic years.
- Based on Board Policy 1011, the Charter Review Team was comprised of MNPS content experts from various departments and an external reviewer.
- The application decisions are based on the Tennessee Charter School Application Evaluation Scoring Criteria provided by the TN Department of Education.
- The application, application scoring rubric, rubric summary, and authorization presentation for each charter school has been provided to the MNPS' Board of Education.
- If an applicant is denied, TCA § 49-13-108(5)(A) states that "A sponsor may appeal a local board of education's decision to deny a public charter school application to the commission no later than ten (10) days after the date of the local board of education's decision."

Consensus Summary Rating: The MNPS Charter Schools Office Review Team consensus summary ratings indicate that the following amended charter applications are **ineligible** for approval:

- **The Forge**
- **Rocketship Tennessee #5**
- **The Rock Academy**

Consensus Summary Rating: Amended New Start

The rubric states, “to be deemed eligible for approval, the summary ratings for **all** applicable categories must be **Meets or Exceeds the Standard.**”

Applicant	Applicant Type
The Forge	New Start Amended
Rocketship Tennessee #5	New Start Amended
The Rock Academy	New Start Amended

Consensus Summary Rating: Amended New Start

	Academic Plan and Design	Operations Plan and Capacity	Financial Plan and Capacity	Portfolio Review & Performance Record
The Forge	X	X	X	
Rocketship Tennessee #5	X	X	X	X
The Rock Academy	X	X	X	

The rubric states, “to be deemed eligible for approval, the summary ratings for **all** applicable categories must be **Meets or Exceeds the Standard.**”

Consensus Summary Rating: Amended New Start

Applicant/ Proposed Area	Capacity/ Grades	Rubric Summary/Areas of Concern	TN Application Rubric
The Forge (Donelson/Hermitage)	825 Students Grades 6-12	Below highlights a few of the sub-sections that "Did not Meet Standard" based on the TDOE Rubric: • Parent and Community Engagement and Support • Recruitment and Enrollment • Facilities • Operating Budget	X
TN Rocketship #5 (Cane Ridge/Antioch)	576 Students Grades K-5	Below highlights a few of the sub-sections that "Did not Meet Standard" based on the TDOE Rubric: • Academic Focus and Performance Standard • Recruitment and Enrollment • Parent and Community Engagement and Support • Academic Performance Record	X
The Rock Academy (Downtown Nashville)	333 Students Grades 9-12	Below highlights a few of the sub-sections that "Did not Meet Standard" based on the TDOE Rubric: • School Calendar and Schedule • Recruitment and Enrollment • Facilities • Transportation • Operating Budget	X

Note: This is a high-level overview of the applicant's reasons for the consensus rating summary and/or areas of concern. Full rationales are part of the applicant's rubrics.

Consensus Rating Summary: Amended New Start

The rubric states, “to be deemed eligible for approval, the summary ratings for **all** applicable categories must be **Meets or Exceeds the Standard.**”

Applicant	Summary Ratings
The Forge	Does not meet or exceed in all section categories
Rocketship Tennessee #5	Does not meet or exceed in all section categories
The Rock Academy	Does not meet or exceed in all section categories

Note: This is a high-level overview of the applicant’s reasons for the consensus rating summary and/or areas of concern. Full rationales are part of the applicant rubrics.

Board Vote



Charter Creation Application Evaluation Guidance and Review Tool

**Evaluation of Applications to Start a Public Charter School in
the 2026-27 School Year**

Tennessee Department of Education | October 2024

Overview

[T.C.A. § 49-13-116](#) and [State Board of Education \(SBE\) Rule 0520-14-01-.01\(1\)](#) require the Tennessee Department of Education (department) to provide a standard application format and scoring criteria addressing the elements of the charter school application. In addition to state law and SBE rule, the SBE has adopted [Quality Charter Authorizing Standards](#) which establish how charter authorizers should approach the charter application review and evaluation process.

Evaluation Team

Charter school authorizers should assemble evaluation teams of highly competent internal and external evaluators with expertise in academics, organizational governance and management, finance, and legal matters. Evaluators should also have a thorough understanding of charter school autonomy and accountability principles. Additionally, authorizers should provide orientation and training to evaluators and capacity interviewers to ensure consistent evaluation practices and fair, unbiased treatment of all applicants.

Evaluation Ratings

This evaluation guide includes an [Application Review Tool](#) that 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.

Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet 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.	The applicant’s response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.	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.

Approval Criteria

[SBE Policy 6.111](#) outlines Quality Charter Authorizing Standards that authorizers should adopt. Specifically, standard 2 section 4 of this policy establishes that authorizers should use rigorous decision-making criteria. Authorizers should base their recommendations for approval or denial on the written application (including narrative and attachments), independent due diligence, and, if applicable, applicant capacity interviews organized by the authorizer.

Evaluation

Reviewers must use the evaluation guidance provided in this document to evaluate each section of a sponsor's charter creation application. Evaluation ratings for each subsection should be considered collectively to determine the overall evaluation rating for the entire section.

Sections within the Application Review Tool

- [Section 1: Academic Plan and Design](#)
- [Section 2: Operational Plan and Capacity](#)
- [Section 3: Financial Plan and Capacity](#)
- [Section 4: Portfolio Review & Performance Record](#) *(if applicable)*

Overall Application Evaluation Rating

To be eligible for approval, an application must receive a "Meets or Exceeds Standard" rating for all applicable sections within the [Application Review Tool](#). Reviewers should consider the totality of evidence when determining the [Overall Application Evaluation Rating](#). Therefore, a single qualitative rating of "Does Not Meet Standard" or "Partially Meets Standard" on a subsection does not necessarily prevent an entire section from earning a "Meets or Exceeds Standard" rating overall.

Application Review Tool

Comments and supporting evidence are equally as important as the evaluation rating, and all documents, including individual reviews, may be made publicly accessible in the future.

General Information

Reviewer's Name	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			Date Review Completed	May 27, 2025
Proposed School Name	The Forge School			Proposed Opening School Year	2026
Choose the Application Category and Type	☒ Category 1	☐ Category 2		☐ Initial Application	☒ Amended Application

Requirements Checklist

Reviewers must ensure that the requirements outlined in [T.C.A. §49-13-107](#) are met to confirm that an initial application is complete. The following table will help reviewers verify that all necessary components of the application have been properly addressed:

Requirements	Was the requirement met?	
	Yes	No
The application was submitted on the department's state charter application form for that application cycle.	☒	☐
The sponsor has completed all required sections of the application aligned to the category indicated by the sponsor in its letter of intent and the application contains all required attachments and signatures.	☒	☐
The application is submitted to the authorizer on or before 11:59 p.m. Central Time on February 1 of the year preceding the year in which the proposed public charter school plans to begin operation.	☒	☐
The application fee, if required by the authorizer, is submitted with the application.	☒	☐

Completeness Checklists

To verify that a sponsor has completed all required sections of the application, reviewers should review the sponsor's responses to each history and intent question within their submitted application. Reviewers should utilize the tables in this section to confirm that the application fulfills all narrative and attachment requirements.

Sponsor History and Intent Questions	Sponsor's Response to Question		Was the Question Answered Appropriately?		Reviewer's Notes/Questions/Concerns
	Yes	No	Yes	No	
Question 1: Has the sponsor or proposed charter management organization ever operated, opened, or managed a charter school?	☐	☒	☐	☐	
Question 2: Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?	☐	☒	☐	☐	
Question 3: Does the sponsor or proposed charter management organization currently operate a charter school?	☐	☒	☐	☐	
Question 4: Will the sponsor replicate a currently authorized charter school in Tennessee?	☐	☒	☐	☐	
Question 5: Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	☐	☒	☐	☐	
Question 6: Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	☐	☒	☐	☐	
Question 7: Is the sponsor proposing a new charter school with a change in academic focus or grade structure from an existing Tennessee charter school they operate?	☐	☒	☐	☐	
Question 8: Is the sponsor proposing an Opportunity Public Charter School?	☐	☒	☐	☐	
Question 9: If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	☐	☒	☐	☐	
Question 10: Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	☐	☒	☐	☐	
Question 11: Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	☐	☒	☐	☐	
Question 12: Will the sponsor convert a non-charter public school to a charter school?	☐	☒	☐	☐	

Items Required for All Sponsors

General Information	Completed?	
Cover Sheet	☒ Yes	☐ No
Sponsor History and Intent	☒ Yes	☐ No
Assurances	☒ Yes	☐ No

1.1 – Academic Plan and Design	Completed?	
Narrative	☒ Yes	☐ No

1.2 – Academic Focus and Performance Standards	Completed?	
Narrative	☒ Yes	☐ No

1.3 - Assessments	Completed?	
Narrative	☒ Yes	☐ No

1.4 – School Calendar and Schedule	Completed?	
Narrative	☒ Yes	☐ No
Attachment A	☒ Yes	☐ No
Attachment B	☒ Yes	☐ No

1.5 – Recruitment and Enrollment	Completed?	
Narrative	☒ Yes	☐ No
Table 1	☒ Yes	☐ No
Table 2	☒ Yes	☐ No
Attachment C	☒ Yes	☐ No

1.6 – Parent and Community Engagement and Support	Completed?	
Narrative	☒ Yes	☐ No
Attachment D	☒ Yes	☐ No

1.7 – School Culture and Discipline	Completed?	
Narrative	☒ Yes	☐ No
Attachment E	☒ Yes	☐ No
Attachment F	☒ Yes	☐ No

1.8 – Special Populations	Completed?	
Narrative	☒ Yes	☐ No

2.1 – Governance	Completed?	
Narrative	☒ Yes	☐ No
Table 4	☒ Yes	☐ No
Attachment G	☒ Yes	☐ No
Attachment H	☒ Yes	☐ No
Attachment I	☒ Yes	☐ No
Attachment J (attached to I)	☒ Yes	☐ No
Attachment K (attached to I)	☒ Yes	☐ No
Attachment L	☒ Yes	☐ No
Attachment M (attached to I)	☒ Yes	☐ No

2.2 – Facilities	Completed?	
Narrative	☒ Yes	☐ No

2.3 – Start Up Plan	Completed?	
Narrative	☒ Yes	☐ No

2.4 – Personnel / Human Capital	Completed?	
Narrative	☒ Yes	☐ No
Attachment N	☒ Yes	☐ No
Attachment O	☒ Yes	☐ No
Attachment P	☒ Yes	☐ No
Table 5	☒ Yes	☐ No

2.5 – Professional Development	Completed?	
Narrative	☒ Yes	☐ No

2.6 – Transportation	Completed?	
Narrative	☒ Yes	☐ No

2.7 – Additional Operations	Completed?	
Narrative	☒ Yes	☐ No
Attachment Q	☒ Yes	☐ No

3.1 – Operating Budget	Completed?	
Attachment W	☒ Yes	☐ No

3.2 – Operating Budget Narrative	Completed?	
Narrative	☒ Yes	☐ No
Attachment X	☒ Yes	☐ No

Additional Requirements for Sponsors That Answered “Yes” to Specific Sponsor History and Intent Questions

Answered “Yes” to Question 1	Section Complete?		
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment S	☐ Yes	☐ No	☒ N/A
4.1 – School Portfolio Summary			
Attachment Z	☐ Yes	☐ No	☒ N/A
4.2 – Academic Performance Record			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment Z	☐ Yes	☐ No	☒ N/A
4.3 – Fiscal and Operational Performance Record			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment AA	☐ Yes	☐ No	☒ N/A
Attachment BB	☐ Yes	☐ No	☒ N/A
Attachment CC	☐ Yes	☐ No	☒ N/A
Attachment DD	☐ Yes	☐ No	☒ N/A
Attachment EE	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 3	Section Complete?		
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.10 - Network Governance			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.11 - Network Management and Personnel			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment T	☐ Yes	☐ No	☒ N/A
Attachment U	☐ Yes	☐ No	☒ N/A
Table 6	☐ Yes	☐ No	☒ N/A
Table 7	☐ Yes	☐ No	☒ N/A
Table 8	☐ Yes	☐ No	☒ N/A
Table 9	☐ Yes	☐ No	☒ N/A
3.3 – Network Financial Plan			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment Y	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 4	Section Complete?		
2.12 – School Replication			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment V	☐ Yes	☐ No	☒ N/A
Answered “Yes” to Question 5			
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 6	Section Complete?		
2.8 - Charter Management Organization			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment R	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 7	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 8	Section Complete?		
1.2 – Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Supplementary Table 3	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 9	Section Complete?		
2.2 – Facilities			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 10	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
1.3 – Assessments			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 11	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative (reformatted l-p now found in h-l)	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 12	Section Complete?		
1.9 – Conversion Charter School Planning			
Narrative	☐ Yes	☐ No	☒ N/A

Section 1: Academic Plan and Design Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1.1 - School Mission and Goals	☐	☒	☐
Section 1.2 - Academic Focus and Performance Standards	☐	☒	☐
Section 1.3 - Assessments	☐	☒	☐
Section 1.4 - School Calendar and Schedule	☐	☒	☐
Section 1.5 - Recruitment and Enrollment	☐	☒	☐
Section 1.6 - Parent and Community Engagement and Support	☐	☒	☐
Section 1.7 - School Culture and Discipline	☐	☒	☐
Section 1.8 - Special Populations	☐	☒	☐
Section 1.9 - Conversion Charter School Planning	☐	☐	☐
Section Evaluation Rating: Section 1 – Academic Plan and Design	☐	☒	☐

Section 1: Academic Plan and Design Review Notes

Section Strengths

The amended charter application includes additional details about the academic plan with daily RTI, literacy, and numeracy support, and enhanced teacher planning structures featuring coaching, collaboration, and professional development. It outlines inclusive strategies for special populations, including UDL, tiered interventions, and support for English Learners, with updated policies and handbooks reflecting these services. The application also addresses transportation funding, community engagement, and recruitment strategies, particularly for multilingual families. Leadership roles and responsibilities are clarified, including the Director of Learning & Language Support, and plans to recruit dual-certified teachers and align with current ESL exit criteria are detailed.

Section Concerns/Questions

The amended application continues to present gaps in planning, clarity, and differentiation. While it claims to be the only program investing in industry certification, it fails to convincingly demonstrate how its offerings differ meaningfully from the existing Academies of Nashville pathways. Although the application aligns with state and MNPS goals, it omits federal and TISA accountability measures, leaving its long-term academic strategy incomplete. The proposed curriculum lacks clarity and depth, particularly in its explanation of how competency-based grading will be implemented across CTE courses and how it will meet graduation requirements in World Languages, Performing Arts, and Fine Arts. Dual enrollment opportunities are listed without sufficient evidence that students will meet prerequisites, and the application does not include required ELD course codes for English Learners. Some assessment plans are outdated, referencing WIDA ACCESS, which Tennessee no longer uses, and fail to describe the universal screening process or how data will inform tiered interventions for all students, including those with disabilities.

The proposed daily schedule does not demonstrate how students will meet minimum instructional time requirements, especially for off-site dual enrollment and CTE courses. The plan to offer only extended after-school learning, excluding Saturday or summer options, limits academic support. The building utilization chart relies on outdated 2022–2023 data and omits key schools in the McGavock

cluster, undermining the credibility of facility planning. Community engagement efforts, while improved with translated materials and advisory team plans, are weakened by vague enrollment data, form letters lacking firm commitments, and insufficient representation from non-English-speaking families, despite a projected 18% EL population. The application's plan to use personal translation devices for EL students raises concerns about cultural isolation and contradicts research-based best practices in language acquisition. Additionally, the sample schedule for special populations is unclear, suggesting semester-based instruction for core subjects like Science and Social Studies, which may not meet state standards.

While the application mentions adding EL teachers to IEP teams and updating ESL policies, it does not fully address the risk of misidentifying EL students as having disabilities. The professional development plan includes annual ESL training but lacks detail on ILP implementation, instructional strategies, and collaboration methods required by state board rules. The application does not include specific English Language Development (ELD) course codes to verify the applicant understands the course codes needed for English Learners to meet their service hours. Finally, the roles and collaboration between the proposed Parent and Student Advisory Team and the Industry Advisory Team remain undefined, leaving a gap in how stakeholder input will support the school's mission.

Subsection 1.1 - School Mission and Goals

Indicators of a Strong Response

Items Relevant to All Sponsors

The mission statement provides a clear, measurable description of what the school will achieve. It aligns with the educational needs of the target student population and outlines specific outcomes.

The goals reflect alignment with state accountability systems and the authorizer's performance framework. They define specific, measurable outcomes related to the school's academic, organizational, and financial success.

The response outlines a process for setting, monitoring, and revising goals based on evidence-based evaluations. It demonstrates how school leadership evaluates progress and adjusts strategies to achieve set targets.

Innovations or unique features described within this section align with the school's mission and directly address the needs of the target student population.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application reinforces the claim that The Forge School will be the only program investing in industry certification without providing a convincing rationale about how this will be a better option than the similar pathways and courses already offered at the Academies of Nashville.

pp. 14-15,
93-97

While the amended application aligns its goals with state accountability and MNPS-focused outcomes, it still does not address federal or Tennessee Investment in Student Achievement (TISA) accountability measures, leaving a gap in comprehensive planning.

pp. 10-11,
16-17, 40-41

While the amended application offered details as to how the applicant would address students losing interest in ACE, it relies heavily on the influence of industry mentors and student interest in the management and entrepreneurial within the mega-cluster.

p.24

Subsection 1.2 - Academic Focus and Performance Standards

Indicators of a Strong Response	
Items Relevant to All Sponsors	
The response clearly defines the school's academic focus, highlighting how it aligns with the school's mission and goals.	
The response provides a comprehensive academic plan that integrates the school's mission and goals. It includes the educational philosophy, instructional methods, and teaching approaches that support academic achievement and align with Tennessee's academic standards.	
The response presents data and research supporting the academic plan's effectiveness for the target population. It details strategies for closing achievement gaps and addresses underperformance.	
The response outlines a well-suited curriculum for the targeted student population, ensuring alignment with Tennessee Academic Standards. It identifies potential gaps within the proposed curriculum and provides solutions for addressing them.	
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 7	
The response identifies specific changes to the academic plan or grade structure from the existing school's original application, explains the rationale for each modification, and details any additional resources needed. If there are no changes, the response clearly states "N/A."	
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 8	
The response details a structured, evidence-based literacy program with targeted interventions and regular progress monitoring for students enrolled in an Opportunity Public Charter School.	
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 10	
The response outlines a plan for tutoring, remediation, and summer school that is aligned with T.C.A. § 49-6-3115, the plan ensures that all eligible students receive required support.	
The response describes how the school integrates foundational literacy instruction per T.C.A. § 49-1-905, using evidence-based practices and approved materials.	
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 11	
The response details how the school will meet Tennessee graduation requirements, including credit earning, GPA calculation, and transcript information. It describes elective offerings and any additional requirements that enhance college or career readiness. It identifies all types of diplomas offered.	
The response outlines targeted interventions and support systems to help at-risk students stay on track for graduation.	
The response describes the school's plan for offering EPSO and WBL opportunities, including funding sources and physical locations.	

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended academic plan includes support for students that indicates RTI daily for 45-minutes with a sample schedule that supports daily numeracy and literacy.		pp. 40-41, Attachment B
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended proposed curriculum raises several concerns regarding its clarity, completeness, and differentiation from existing offerings in the Academies of Nashville.		pp. 14-15, 93-97

The amended application lacks a clear explanation of how it diverges from current programs and how competency-based grading will be applied across all Career and Technical Education (CTE) pathway courses.	p. 54
The amended information to the proposed curriculum is not thorough enough to ensure the graduation requirements in World Languages, Performing Arts, and Fine Arts will be met.	p. 56
While dual enrollment courses are listed, there is insufficient evidence that students will have the prerequisites to enroll in the identified courses.	p. 58
The application does not include specific English Language Development (ELD) course codes to verify the applicant understands the course codes needed for English Learners to meet their service hours.	p. 57, p. 128, Appendix E

Subsection 1.3 - Assessments

Indicators of a Strong Response
Items Relevant to All Sponsors
The response provides a detailed explanation of the formative and/or summative assessments the school will utilize to assess individual student academic needs and sub-group progress. These assessments are clearly aligned with the school's academic plan and state standards. The response specifies the frequency and cadence of these assessments and identifies the faculty and staff responsible for administering them.
The response outlines a clear plan for collecting and analyzing academic data throughout the year. It explains how the data will be used to ensure students make academic progress and how the analysis will inform ongoing professional development for faculty and staff.
The response provides a detailed description of the training and support school leadership and teachers will receive to analyze, interpret, and utilize performance data effectively to improve instruction and drive student achievement.
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 10
The response clearly identifies the universal reading screener selected from the approved list of nationally normed screeners, in accordance with T.C.A. § 49-1-905, and demonstrates alignment with foundational literacy requirements.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application provides additional details about teacher planning structures, including personalized coaching, dedicated planning time, collaborative learning, and professional development.		pp. 68-73
The application outlines a teacher planning framework that includes opportunities for professional growth through school visits and content-specific conferences.		pp. 68- 73
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please		

add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The amended application still contains several assessment-related concerns. It references WIDA ACCESS as the English Language Proficiency Assessment which is no longer used in Tennessee as of January 2024.	pp. 67-68
The assessment section lacks a description of the universal screening process required three times a year, as well as how the results will be used to inform tiered interventions for all students, including those with disabilities, in alignment with TDOE requirements.	pp.65-68
While the amended response provides an explanation of how the school will assess individual academic needs and subgroup progress, it fails to reflect current state assessment protocols and lacks critical implementation details for supporting diverse learners.	pp.65-68

Subsection 1.4 – School Calendar and Schedule

Indicators of a Strong Response

Items Relevant to All Sponsors

The school's annual academic calendar (Attachment A) and student daily schedules (Attachment B) meet Tennessee's minimum statutory requirements of 200 days, with at least 180 days of classroom instruction, and align with T.C.A. § 49-6-3004 and SBE Rule 0520-01-02-.31

The response explains why the proposed academic calendar and daily schedule will optimize student learning. It includes the number of instructional hours/minutes for core subjects (language arts, mathematics, science, social studies) and shows how time for tiered interventions, enrichment, tutoring, and other academic activities is integrated into the schedule.

The response provides details on any proposed extra-curricular or co-curricular activities, including their start date, frequency, and funding sources.

The proposal for additional academic programs such as Saturday school, summer school, remediation, or acceleration programs is reasonable, and the response includes the duration, hours per week, student identification methods, mandatory participation requirements (if applicable), and the resources and staffing needed for these programs.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application clarifies some funding for transportation and supplies for academic programs.

p. 79,
Attachment
W

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The proposed schedule does not demonstrate how it will meet the state minimum instructional time for dual enrollment and CTE courses that require transportation to off-site locations.

Attachment
B

The application does not provide a sufficient plan for how students will be able to attend dual enrollment and CTE courses held at off-site locations, while also meeting the minimum required instructional minutes.

Attachment
B, W, p. 79

The amended application indicates that The Forge will only offer the option of after school as an extended learning opportunity, not Saturday or Summer School.

p. 80

Subsection 1.5 – Recruitment and Enrollment

Indicators of a Strong Response

Items Relevant to All Sponsors

The response describes 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.

The response provides completed templates for the Enrollment Summary (Table 1) and Anticipated Demographics (Table 2). It describes the data, factors, and methodology used to determine initial enrollment projections, ensuring alignment with the operating budget template.

The response includes the proposed school's Enrollment Policy (Attachment C) which includes the following: tentative application period dates, enrollment deadlines, non-discriminatory admission policies, articulation agreements, and policies for waitlists, withdrawals, re-enrollment, and transfers.

The response explains how the school will receive and process enrollment applications and outlines the school's plan to conduct an enrollment lottery if applications exceed capacity. It ensures compliance with T.C.A. § 49-13-113, T.C.A. § 49-13-106, and SBE Rule 0520-14-01-.04.

The response describes the plan to recruit students in the year prior to opening. It identifies the staff position responsible for overseeing recruitment, along with marketing strategies, community organizations, activities, events, responsible parties, and timelines that will drive student recruitment.

The response details student recruitment after the school has opened and explains how ongoing recruitment efforts will differ from pre-opening strategies.

The response describes how the school will ensure equal opportunity for all students to attend, with specific outreach plans for economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 1**

The response identifies key differences between student recruitment and enrollment practices of the proposed school and other charter schools operated by the sponsor.

The response notes similarities and differences between the target community of the proposed school and those served by other charter schools operated by the sponsor.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 8**

The response provides a detailed plan to ensure that at-risk students constitute at least 75 percent of the enrolled student population. It includes clear methods for verifying students' at-risk status upon enrollment.

Subsection Evaluation Rating

☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
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Subsection Strengths

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The amended application provides details about community support and addresses enrollment challenges on recruitment.	pp. 102-106, Attachment D
The school describes the plans to establish relationships with several community organizations and multilingual families.	p. 99

Concerns / Questions

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection	

concerns/questions under the characteristic you are addressing.	
The building utilization chart does not accurately reflect current enrollment trends.	pp. 81-83
It relies on outdated data from the 2022–2023 school year and a source that does not include the current utilization percentages.	pp. 81-89, p. 168
The School Building Utilization chart still does not include Dupont Tyler or Dupont Hadley which are also in the McGavock cluster.	pp. 88-89
Although the applicant addresses concerns about community support and recruitment by outlining plans to engage with community organizations and multilingual families, the lack of current data and internal inconsistencies undermine the credibility of the proposed enrollment and facility plans.	pp. 81-89, p. 168

Subsection 1.6 – Parent and Community Engagement and Support

Indicators of a Strong Response
Items Relevant to All Sponsors
The response provides clear evidence of community feedback and parental interest in the proposed school. It explains how feedback was collected, validates its relevance, and demonstrates how the feedback shaped the application.
The response includes sufficient statements of support from community members, parents, and local organizations, indicating strong commitment and likely success in meeting enrollment goals. These statements go beyond generic statements, showing measurable support such as enrollment intent or financial backing.
The response outlines a sound plan for engaging parents and community members, both prior to the school's opening and throughout its operation. It details strategies to generate buy-in and maintain strong partnerships with the community.
The response provides a well-defined plan for partnerships with community organizations, businesses, or educational institutions. It specifies the nature and scope of each partnership and how these collaborations will enrich student learning opportunities.
The response outlines a clear plan for informing and educating parents about school policies, including any commitments or volunteer opportunities for parents.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application does not have any additional noted strengths for this subsection.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application reports receiving responses from 389 individuals across 29 zip codes in Davidson County, but they still do not specify how many of those respondents reside within the McGavock cluster, the school's targeted area.		Attachment D
Although the amended application now includes translated promotional materials and described plans to form a Parent and Student Advisory Team, the letters of support from		Attachment D, p. 103

parents provided in the Appendix are largely form letters, with several originating from outside the county and lacking firm commitments to enroll.	
The letters also do not include sufficient information to determine whether the students referenced are actual prospective enrollees eligible to attend secondary school.	Attachment D
The applicant does not indicate a priority of having representation from non-English background families despite the targeted percentage of English Learners (EL) students is noted in the application as 18%.	p. 103
Furthermore, while the formation of both a Parent and Student Advisory Team and an Industry Advisory Team are mentioned, there is no explanation of how these two groups will collaborate to support the school's mission.	p. 103

Subsection 1.7 – School Culture and Discipline

Indicators of a Strong Response

Items Relevant to All Sponsors

- The response outlines a clear vision for the school culture or ethos, which promotes a positive academic environment aligned with the school's mission, goals, and objectives. The culture reflects high academic expectations and robust student support.
- The response provides a coherent plan for creating, implementing, and sustaining the intended school culture for all students, teachers, administrators, and parents, beginning on the first day of school. It also includes a plan for integrating mid-year enrollees.
- The response explains how the school culture will embrace special populations such as students with disabilities, English Learners, and those at risk of academic failure or dropping out.
- The Student Handbook (Attachment E) includes comprehensive and legally sound policies for students and families.
- The response includes a student discipline policy (Attachment F) and/or philosophy for student discipline that outlines both penalties for infractions and incentives for positive behavior. The response provides effective procedures to maintain a safe and orderly school climate, and clearly respects student rights, particularly for students with disabilities.
- The response includes definitions of offenses leading to suspension or expulsion, outlines due process procedures, explains protections for students with disabilities, and identifies the staff position responsible for enforcing discipline policies, along with a plan for informing students and parents.
- The response details goals for student attendance and presents a plan for collaborating with families and the community to address and reduce chronic absenteeism.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The amended application includes how school culture will serve special populations with plans to engage families with multilingual backgrounds through communication strategies.	p. 114
The Forge's student and parent handbook has been updated to include information related to the English Learner service model and instructional minutes.	Attachment E
The amended application has additional information related to the student discipline policy.	Attachment E

Concerns / Questions

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The amended application includes a plan to provide English Learners with personal translation devices which can contribute to cultural isolation rather than promoting integration and language acquisition and development.	p. 112
This amended application includes a translation approach that is not widely supported by research as the best practice in language acquisition.	p. 112

Subsection 1.8 – Special Populations

Indicators of a Strong Response

Items Relevant to All Sponsors

- The response clearly outlines the leadership team's experience supporting students with disabilities, English learners (EL), at-risk students, and intellectually gifted students, and provides a detailed staffing plan to meet these students' needs.
- The response describes a clear process for identifying students with disabilities and offers a continuum of services that ensure access to general education and support academic success, with integration of these services into the daily schedule.
- The response provides a clear plan for monitoring and evaluating the progress of students with disabilities and aligns the plan with the authorizer's evaluation and monitoring systems.
- The response explains how the school will determine the appropriate diploma type for students with disabilities and ensures that students are not precluded from earning a traditional high school diploma.
- The response describes the process for identifying English learners in compliance with SBE Rule 0520-01-19-.03 and outlines a staffing plan that ensures the school maintains appropriate ratios of ESL-licensed staff to students.
- The response details a plan to provide supports for EL students as outlined in their ILPs, integrating those supports into the daily schedule, and explains how the school will monitor and evaluate EL students' progress toward program completion.
- The response explains the process for identifying at-risk students using academic and behavioral data and provides a plan to monitor academic progress and implement programs and strategies to meet their needs.
- The response provides a clear plan for identifying intellectually gifted students and explains how the school will use research-based instructional programs to meet their academic needs, including a system for monitoring their progress and success.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The application outlines several supports for special populations, including inclusive classroom strategies, accommodations and modifications, Universal Design for Learning (UDL), sheltered instruction, tiered interventions, and double blocks for academic support.	p. 120
Access to accelerated learning opportunities for identified intellectually gifted students who are English Learners is included in the response.	p. 126
The role of the Director of Learning & Language Support is clarified in the amended application.	pp. 115-116
The amended response outlines the school leaders experience creating resources such as the 'Multilingual Learning at a Glance' to help teachers quickly connect with multilingual students by focusing on their strengths and interests.	pp.114
The plan includes recruiting dual-certified teachers and offering competitive salaries.	Attachment X, p.117
The amended application has been updated to align with current state ESL exit criteria.	p. 129

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The sample student schedule for special populations is unclear since it appears to	Attachment
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indicate the dedicated time block for Social Studies will be one semester and Science another.	D
Although the plan includes adding EL teachers to Individualized Education Plan (IEP) teams and updated English as a Second Language (ESL) policies, it did not fully address how to reduce misidentification or over-identification of an EL student as a student with disabilities (SWD).	p. 96
The professional development plan does mention ESL Services training to ensure all teachers are annually trained in the Tennessee ELD standards - the plan must include ILP implementation requirements, appropriate instructional methods, language acquisition processes, and collaboration strategies to meet state board rule requirements.	p. 195
The application includes a plan for EL services and English language development courses at middle and high school. While these components are in place, the application does not currently include specific English Language Development (ELD) course codes to match their service delivery model selections. Ensuring accurate course code designations assigned to these offerings is essential for accurate reporting.	p. 56, p. 128

Subsection 1.9 – Conversion Charter School Planning

Indicators of a Strong Response
Item Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 12
The response demonstrates the sponsor’s strong prior experience in turning around or converting underperforming schools, including documented student outcomes and challenges faced. If lacking prior experience, the sponsor provides a clear rationale and evidence of its capacity to successfully transform a struggling school.
The response outlines a detailed plan for engaging the local neighborhood, community, and student population prior to the school’s conversion.
The response provides specific strategies for transforming the existing school culture while respecting its history and community role. The plan outlines how decisions will be made on which aspects of the current culture to retain, modify, or add, while establishing a new identity.
The response clearly describes how the school will share physical space, resources, and services with the existing school in a phase-in approach. It includes essential elements for successful co-location and outlines strategies to minimize disruption in case of an accelerated transition by the LEA.
The response provides a realistic transition plan for a full school take-over, including a detailed communication strategy with existing staff. It identifies the additional teaching and non-teaching personnel required to ensure student success from the first year of the conversion.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		

Section 2: Operations Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
2.1 – Governance	☒	☐	☐
2.2 – Facilities	☐	☒	☐
2.3 – Start-Up Plan	☐	☒	☐
2.4 – Personnel / Human Capital	☒	☐	☐
2.5 – Professional Development	☒	☐	☐
2.6 – Transportation	☐	☒	☐
2.7 – Additional Operations	☐	☒	☐
2.8 – Charter Management Organizations	☐	☐	☐
2.9 – Network Vision, Growth Plan & Capacity	☐	☐	☐
2.10 – Network Governance	☐	☐	☐
2.11 – Network Management and Personnel	☐	☐	☐
2.12 – School Replication	☐	☐	☐
Section Evaluation Rating: Section 2 – Operations Plans and Capacity	☐	☒	☐

Section 2: Operations Plan and Capacity Review Notes

Section Strengths

As noted in the original board report, the applicant rated Meets Standard in the Professional Development subsection. The amended application reflects several structural and operational improvements, including the addition of a board member with expertise in education and community outreach, and the addition of an existing member's role to include industry engagement. It outlines a continued effort to recruit board members with backgrounds in post-secondary education and industry support, enhancing governance capacity. Facility planning has been strengthened with the inclusion of science labs and a clearer vision for how instructional spaces will function. The personnel section now includes a more detailed hiring plan, addressing recruitment challenges for ACE pathway instructors through strategic partnerships. A more detailed teacher pay scale has been added. Governance and stakeholder engagement are further supported by the inclusion of a parent and student advisory team, as well as clarification of the state-required program advisory committee. Operational updates include the addition of special education transportation costs and expanded information on the school nutrition program and food service provider. The health and student services plan are also more detailed.

Section Concerns/Questions

The amended application raises ongoing concerns regarding facility planning, leadership capacity, and operational readiness. While one individual is credited with guiding two schools through facility development, both referenced projects have experienced significant delays and lack necessary building permits, casting doubt on the reliability of the claimed experience. The proposed Executive Director's background as a design team member does not equate to managing construction or renovation projects, and the board members and community supporters cited as involved in facilities work are not appropriate for direct project management roles. The application fails to include time allowances for permitting or a clear strategy for scaling leased square footage annually. Although it references a state amendment removing the IBS storm shelter requirement and a potential local code change, it lacks a contingency plan should the local amendment not pass. Additionally, the application does not address enforceable requirements for schools operating under short-term leases or explain how food preparation areas, typically not expandable, will be scaled over time. The staffing plan continues to give the Executive Director multiple responsibilities, offering only external advisory support rather than additional personnel. While a responsibility key is included, the startup timeline remains vague and lacks the details necessary to ensure an on-time school opening. Transportation planning is also insufficient, relying heavily on 25% of students using public transit, which may result in a shortfall in contracted transportation services. Finally, the amended application still does not include a comprehensive Safety Plan, offering only general timeframes for executing safety-related action items.

Subsection 2.1 – Governance

Indicators of a Strong Response	
Items Relevant to All Sponsors	
The proposed governance structure and board composition ensure active representation of key stakeholders and effective oversight of the school's educational, operational, and financial performance.	
The response demonstrates that the proposed board members bring a diverse range of expertise, including educational, financial, legal, and community knowledge, necessary to oversee a successful charter school.	
The response includes a clear plan for initial and ongoing board training in compliance with T.C.A. § 49-13-111(o), ensuring all training is approved by the State Board of Education. Plans for board member recruitment and addressing attrition are well-detailed.	
The response outlines a transparent, fair process for hearing and resolving complaints brought to the board, ensuring accountability.	
The governance documents (Attachments G-M) are complete and align with state laws and district policies, including Articles of Incorporation, tax-exempt status, by-laws, Code of Conduct, Conflict of Interest Policy, board member resumes, and board policies regarding meetings and open records.	

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard

Subsection Strengths	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The amended application provides an additional board member focused on education and community outreach, and added an area focused on industry to an existing board member.	p. 132
The amended application includes a plan to continue recruiting board members with expertise in post-secondary education and other industry support.	pp.132-133
Concerns / Questions	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The amended application does not have any additional noted concerns for this subsection.	N/A

Subsection 2.2 – Facilities

Indicators of a Strong Response

Items Relevant to All Sponsors

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.

The response outlines the school leadership team's experience in facility acquisition, management, and renovation. It identifies key members responsible for managing the facility acquisition process.

The response outlines a sound plan and timeline for identifying, securing, and ensuring compliance with all regulatory and safety requirements, including ADA compliance, health and safety regulations, and city planning reviews. The plan includes all associated costs in the operating budget.

The response addresses compliance with county and municipal building codes, including storm shelter requirements. It presents a realistic timeline for facility selection, renovation, inspections, and occupation.

The response lists properties considered for the school or describes steps taken to confirm suitable facilities if no property has been identified.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 9**

The response includes a detailed plan for the construction, development, or purchase of residential facilities. It provides copies of all required permits, certificates, and other relevant documentation to support this process.

The response provides a detailed plan for ensuring the health and safety of students in residential facilities, including safety protocols, staffing for supervision, and emergency response plans.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application adds science labs to the program of spaces and provides a clearer vision for how rooms will function within the facility.

p. 141

Additional staff and expanded board member qualifications are also included.

p. 146

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

While one individual is credited with guiding two schools through facility development, both schools that are referenced have faced significant delays and have not secured necessary building permits which does not demonstrate the reliability of the claimed experience.

p. 147

The proposed Executive Director's experience as a design team member does not equate to managing a construction or renovation project as an owner's representative.

p. 146

Additionally, board members and community supporters listed as involved in facilities work are not appropriate choices for managing construction projects, as their roles should be advisory or policy-setting.

pp. 146-148

The amended application does not include time allowances for permitting or clarifying the strategy for increasing leased square footage annually.

p.148-150

Although the applicant references a state amendment removing the IBS requirement for storm shelters and a potential local code change, no contingency plan was provided in case the local amendment is not adopted.	p. 151
The application lacks context regarding enforceable requirements for schools operating under short-term leases.	p. 155
The applicant still provides no explanation as to how the food prep/kitchen areas will be expanded through the lease period, since typically, food preparation areas are not amenable to expansion; they would most typically be built to the largest size needed initially.	p. 141-144

Subsection 2.3 – Start-up Plan

Indicators of a Strong Response

Items Relevant to All Sponsors

The response provides a detailed timeline outlining the specific tasks the school's governing body and leadership must complete to ensure the school opens on time. It includes key areas such as staffing, student recruitment, and facility changes, with deadlines and milestones for each task. The individuals responsible for each task are identified, along with their compensation amounts. The response ensures that revenues and expenditures for "Year 0" are appropriate and align with the Operating Budget Template in section 3.1.

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.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application includes additional details about the hiring plan which clarifies the information in the personnel section related to partnerships for additional pathways to address potential recruitment challenges for ACE pathway instructors.

p. 185

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

Rather than proposing additional personnel, the amended applicant continues to assign a large number of responsibilities to the Executive Director and only clarifies how this position will have external advisory and support.

pp. 156-158

While the amended application includes a key that identifies responsibilities, the startup timeline still lacks detail to ensure that the plan is realistic enough to ensure the school will open on time.

Pp. 156-158

Subsection 2.4 – Personnel / Human Capital

Indicators of a Strong Response
Items Relevant to All Sponsors
The organizational charts (Attachments N and O) clearly delineate the roles and reporting structure of the board, staff, related bodies (such as advisory councils), and any external organizations involved in managing the school.
The response outlines a thorough recruitment and hiring strategy with clear timelines, selection criteria, and procedures designed to secure a highly qualified school leader and key staff. Identified leaders demonstrate the necessary qualifications and experience for their roles.
The individual responsible for academic programming has a proven track record of driving student achievement, supported by relevant student achievement data (Attachment P).
Recruitment and hiring practices ensure the leadership team and staff reflect the diversity of the student body and community. All staff will meet licensure and endorsement requirements as per state regulations, with a designated staff member overseeing compliance.
The response details compensation packages, benefits, and incentive structures that are competitive with local district salaries, designed to attract and retain high-performing teachers.
The response provides a comprehensive plan for supporting, developing, and annually evaluating school leadership and staff using a state-approved evaluation model in compliance with SBE rules.
The response includes a clear plan for addressing unsatisfactory leadership or teacher performance, including termination procedures and strategies for managing turnover.
Staffing projections are robust and aligned with the educational program, ensuring adequate staffing for the school's success.

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application provides a teacher pay scale to demonstrate they will pay above the MNPS average salaries to attract high performing teachers.		Attachment X
The amended application includes a parent and student advisory team and clarifying information about the program advisory committee required by the state of Tennessee.		p. 169
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application does not have any additional noted concerns for this subsection.		N/A

Subsection 2.5 – Professional Development

Indicators of a Strong Response

Items Relevant to All Sponsors

The response details the number of days and hours set aside for professional development and explains how the school's calendar, daily schedule, and staffing structure fully support this plan. It also specifies how time for collaborative planning will be utilized.

The response describes the core components of the professional development plan, showing how they will enable effective implementation of the academic plan. It includes specific training on IEPs, ILPs, discipline for students with disabilities, and communication with EL families.

The response offers a thorough overview of the professional development scheduled before and during the first year of operation. It also explains how school leadership will determine ongoing professional development needs.

The response outlines a clear process for ensuring that mid-year hires receive orientation training that aligns with the charter school's academic plan.

The response presents a professional development plan for school leadership, ensuring access to the necessary knowledge and skills for effective management and leadership.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 2.6 - Transportation

Indicators of a Strong Response
Items Relevant to All Sponsors
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.
The response includes a plan for transporting students with special needs as required by their IEPs, ensuring compliance with federal regulations (34 CFR §300.34(c)) and ensuring students receive a free and appropriate public education (FAPE).
The response presents a sound plan for selecting a transportation vendor or providing transportation services directly. It identifies the individual(s) responsible for daily oversight of transportation operations.
The response demonstrates familiarity with and outlines a plan for ensuring compliance with all relevant state and federal transportation regulations, including T.C.A. § 49-6-2101 – 2119 and SBE Rule 0520-01-05.
If the school will not provide daily transportation services, the response describes how students will access the school and details strategies to address any transportation barriers to ensure equity and access for all students.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
Costs related to special education transportation are added, indicating sufficient coverage of transportation costs, including students with IEP's.		Attachment W
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
While the amended application provides clarifying information about transportation, the plan relies heavily on 25% of students using public transportation, which can create a deficit in the contracted services for transportation.		Attachment W

Subsection 2.7 – Additional Operations

Indicators of a Strong Response

Items Relevant to All Sponsors

Insurance: The response outlines a plan to secure comprehensive insurance coverage, including workers' compensation, liability, surety bonds, and sexual abuse coverage, with confirmation from an insurance provider (Attachment Q). It also ensures notification of cancellation to the Tennessee Department of Education and includes additional liability coverage if the school will have athletics.

Food Service Plan: The response provides a clear plan for offering food service to all students, ensuring compliance with district, state, and federal guidelines, addresses the needs of low-income students for equitable access to nutritious meals, and outlines the selection of a food service vendor or in-house meal provision.

Technology: The response provides a detailed plan for the technology needed to meet academic and operational needs, ensures student access to technology for state-mandated assessments with infrastructure and costs outlined in the budget, and includes a robust plan for managing and protecting student data in compliance with privacy regulations.

School Health: The response outlines a clear plan for compliance with the Coordinated School Health Program, including hiring or contracting a registered nurse and identifying the individual responsible for supervising the nurse and ensuring compliance with health regulations.

Safety Plan: The response provides a comprehensive plan for ensuring the safety and security of students, staff, guests, and property, identifies the individual responsible for overseeing school safety operations, and includes a clear process and timeline for creating the school's emergency operations plan to ensure crisis preparedness.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application includes clarifying information about the school nutrition program related to the food service provider.

p. 205

The amended application provided additional information regarding health and services plan.

pp. 208-210

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application still does not include a comprehensive Safety Plan and only indicated timeframes in which The Forge would execute outlined action items.

p. 211

Subsection 2.8 – Charter Management Organization

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 6
The response details the name of the CMO, if known, and provides evidence of its educational and management success, along with a clear rationale and selection process for choosing the CMO.
The response outlines the division of roles and responsibilities between the board and the CMO, discloses any existing or potential conflicts of interest, and provides a viable plan for managing these conflicts.
If available, the CMO agreement (Attachment R) includes key terms such as roles and responsibilities, services provided, performance evaluation measures, compensation, financial controls, and conditions for renewal or termination.
The response explains how the CMO’s performance will be measured, including deliverables and benchmarks, and outlines conditions for renewing or terminating the CMO agreement.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 2.9 – Network Vision, Growth Plan & Capacity

Indicators of a Strong Response	
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 3 or 5	
The response provides a detailed five-year growth plan that includes proposed years of opening, number and types of schools, pending applications, targeted markets, criteria for selecting them, and projected enrollments. It explains how Tennessee fits into the overall growth plan, if applicable.	
The response presents strong evidence of the organization’s capacity to open and operate high-quality schools in Tennessee and elsewhere. It includes specific timelines for building or deploying capacity to support new schools.	
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.	
The response identifies anticipated challenges and risks over the next five years and provides a realistic plan to mitigate them and achieve the organization’s outcomes.	
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1	
The response includes the network’s most recent annual report (Attachment 5) to demonstrate transparency and accountability.	

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		
Reference		

Subsection 2.10 – Network Governance

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 3

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.

The response outlines the size and composition of the governing board, ensuring it actively represents key stakeholders, including local/Tennessee representation, and includes a plan for meeting the statutory requirement of having a parent from one of the Tennessee schools on the board or an advisory council at each school.

The response clearly defines the roles and responsibilities of the board, identifying the key skills, areas of expertise, and constituencies represented.

The response includes a robust plan for evaluating the academic and operational success of each school and the school leader, ensuring the board can effectively oversee the school's progress.

If an existing board will govern the proposed schools, the response includes by-laws and an organizational chart, outlining any necessary changes to support the expansion plan. If a new board is formed, the response details its creation, responsibilities, and relationship with the existing board.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

Concerns / Questions

Reference

Subsection 2.11 – Network Management and Personnel

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 3
The response identifies the network’s leadership team, detailing their specific roles and responsibilities.
The response includes organizational charts for Year 1 and Year 5 (Attachments T and U) that clearly delineate roles and reporting structures between the governing board, school leadership, staff, advisory bodies, and any external organizations, such as a CMO, if applicable.
The response outlines any shared or centralized services provided by the network to schools in Tennessee, including costs, allocation methods, and specific service goals. It explains how the school will measure the successful delivery of these services.
The response clearly allocates decision-making responsibilities between the school and network using Table 6, detailing how key functions will be handled at each level.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 2.12 – School Replication

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 4
The response provides a clear written statement affirming compliance with all eligibility requirements for replication, including adherence to local, state, and federal laws, good standing with the charter agreement, operating for at least two years, and no material change in focus or grade structure.
The response includes the original application (Attachment V) of the school being replicated, ensuring that it contains all sections and addresses all questions in the current creation template.
The response demonstrates the sponsor’s capacity to open and operate high-quality schools in Tennessee, providing a detailed plan for resource allocation and timelines for supporting multiple schools.
If applicable, the response explains past replication efforts, lessons learned, and how challenges were addressed, along with a risk management plan for anticipated challenges in the next five years.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		
Reference		

Section 3: Financial Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
3.1 – Operating Budget	☐	☒	☐
3.2 – Operating Budget Narrative	☐	☒	☐
3.3 – Network Financial Plan	☐	☐	☐
Section Evaluation Rating: Section 3 – Financial Plan and Capacity	☐	☒	☐

Section 3: Financial Plan and Capacity Review Notes

Section Strengths

The amended application provided additional context related to the work with their external partner, GT3, which indicates that their work will begin as part of the planning year.

Section Concerns/Questions

The amended application raises concerns about financial stability and risk management due to its plan to delay hiring internal financial staff until the third year, relying instead on an external partner for financial and compliance oversight. Despite the applicant's confidence that this partnership will provide financial and compliance oversight, without concurrent internal capacity-building, it presents a significant vulnerability. Projected enrollment figures for grades 6–8 appear overly optimistic compared to existing charter schools in the same area, casting doubt on the accuracy of revenue projections tied to enrollment-based public funding. The budget lacks clarity regarding facility location and the duration at the incubation site. While it includes the purchase of a van, it omits operational and maintenance costs. Funding for renovations and transition to a permanent facility is limited to under \$1 million, with little explanation of how this estimate was determined. Additionally, the budget continues to allocate only \$25,000 annually for special education transportation, an amount insufficient to meet even minimal service needs, highlighting a potential gap in support for students with disabilities.

Subsection 3.1 – Operating Budget

Indicators of a Strong Response

Items Relevant to All Sponsors

The operating budget (Attachment W) 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.

The response explicitly details major assumptions, including student enrollment, anticipated funding sources, compensation, and key expenditures.

The response includes a clear breakdown of relevant expenses, covering categories such as personal services, employee benefits, contracted services, supplies and materials, other charges, debt service, and capital outlay.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The projected enrollment figures for grades 6–8 significantly exceed those of an existing charter school in the same geographic cluster, which raises questions about the realism of the revenue projections, especially given that public funding is enrollment-dependent.

Attachment W

The budget includes the purchase of a van for student transportation but does not allocate funds for its operation or maintenance.

Attachment W

Budget allocates only \$25,000 annually for transportation of special education students, which is insufficient to cover the cost of even a single bus or a dedicated car service, indicating a potential gap in services for students with special needs.

Attachment W

Subsection 3.2 – Operating Budget Narrative

Indicators of a Strong Response

Items Relevant to All Sponsors

The response explains how the operating budget fully supports the school's model and academic plan. It specifies the minimum student enrollment needed for sustainable operation and details how this minimum affects the budget.

The response outlines all revenue assumptions, explaining the methodology for each. If the budget includes grants, fundraising, or philanthropic revenue, it provides details on how these funds were calculated, whether they are awarded or estimated, and offers a contingency plan if the funds are not realized. The response also lists donations of private funding, including those from foreign or domestic entities where applicable. Additionally, the response specifies amounts and sources of funds from banks, corporations, foundations, grants, and others, noting which funds are secured and which are anticipated, with evidence of firm commitments where applicable.

The response explains the methodology used to determine anticipated expenditures as outlined in Section 3.1. It also addresses how high-needs students with disabilities may impact the operating budget and outlines a plan to meet these needs without compromising financial stability.

The response describes the systems, processes, and policies for managing accounting, purchasing, payroll, and audits, including policies for financial controls. It also details how the school will conduct an independent annual audit and comply with federal and state accounting/reporting requirements. The response outlines the financial roles and responsibilities of the school's administration and governing board.

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.

The response outlines contingency plans to meet financial needs if anticipated revenues are lower than expected. It includes a detailed cash flow contingency plan in case revenue projections are not met or expenditures exceed expectations, with explanations of financing sources, including loans or alternative funding sources.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

Information is added that GTE will begin partnering with The Forge as part of the planning year.

Attachment X

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The application indicates that internal financial staff will not be hired until the third year of operation until then, financial and compliance oversight will be managed through a partnership with an external organization.

Attachment X

The reliance on external expertise without internal capacity in the early years raises concerns about the school's financial stability and risk management.

Attachment X

While the application references cost estimates based on other local charter schools, it lacks specificity regarding the location of the facility and the duration of the planned stay at an incubation site.

Attachment X

Funding for facility renovations and the transition to a permanent space is limited to under \$1 million, with minimal detail provided on how this figure was determined.

Attachment X

Subsection 3.3 – Network Financial Plan

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 3
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.
The response presents a clear plan for reaching the organization’s fundraising goals over the next five years, including a development plan with staffing needs.
The response provides a detailed network budget/plan (Attachment Y) that aligns with school-level budgets. The budget includes realistic revenue assumptions from all funding sources (state, local, federal, grants, philanthropy) and anticipated expenditures.
The response outlines all anticipated costs related to back-office services, facilities, employee compensation (including the portion allocated to the proposed school), management fees (if applicable), and other network expenditures.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Section 4: Portfolio Review & Performance Record Evaluation

Subsections	Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet Standard
4.1 – School Portfolio Summary	☐	☐	☐
4.2 – Academic Performance Record	☐	☐	☐
4.3 – Fiscal and Operational Performance Record	☐	☐	☐
Section Evaluation Rating: Section 4 – Portfolio Review & Performance Record	☐	☐	☐

Section 4: Performance Review & Performance Record Review Notes

Section Strengths

Section Concerns/Questions

Subsection 4.1 – School Portfolio Summary

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1
The response includes a complete list of all schools currently or previously operated or managed by the sponsor, governing body, network, and/or charter management organization, with accurate information for each status (actively operating, pre-opening, pending authorization, withdrawals, voluntary or involuntary closures).
For each listed school, the response provides essential details including school name, status, operating years, address, grades served, total enrollment, and state or federal designations over the last five years.
The response includes relevant data on graduation rates for the prior year, student group percentages, and any other required performance metrics.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard ☐ Does Not Meet Standard
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 4.2 – Academic Performance Record

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1
The response provides clear evidence showing the sponsor’s or charter management organization's success in improving student academic achievement and growth. It includes five years of data for ELA, Math, Algebra I/II, Geometry, Integrated Math I/II/III, and English I/II, with a breakdown by student groups (All Students, Black/Hispanic/Native American, Economically Disadvantaged, English Learners, Students with Disabilities, and Super Subgroup).
The response includes nationally normed internal assessment data for grades not covered by state assessments, disaggregated by student group, and covering the past five years.
The response details the successes and challenges faced by the sponsor’s or charter management organization's schools, clearly identifying specific academic performance issues and successes.
The response selects one or more high-performing schools and provides specific academic outcomes and causes for success. It describes how successful practices or strategies were implemented in other schools within the network.
The response selects one or more underperforming schools and explains the causes of underperformance. It outlines strategies, interventions, and support systems in place to correct these issues, with specific goals and benchmarks for improvement.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard ☐ Does Not Meet Standard
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 4.3 – Fiscal and Operational Performance Record

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 1

The response includes official performance and/or evaluation reports, renewal/interim reports, and annual reports for the last two years (Attachments AA, BB, and CC). These documents demonstrate strong and favorable authorizer evaluations for each school operated by the sponsor and/or contracted charter management organization.

The response provides a clear list of any terminated contracts with charter schools, detailing the reasons for termination, especially in cases of material breach, and shows transparency in addressing any past contract issues.

The response details any instances of charter revocations, non-renewals, shortened/conditional renewals, or withdrawals/non-openings of schools. It explains the causes of these actions and demonstrates the sponsor’s capacity to address and resolve deficiencies or compliance violations.

The response identifies any current or past litigation, including arbitration proceedings, involving the network, governing body, charter management organization, sponsor, or any charter schools. It includes all necessary documents (Attachment DD) and demonstrates the organization’s ability to navigate legal challenges effectively.

The response provides two years of audited financial statements and the most recent internal financial statements for each school operated by the sponsor and/or charter management organization (Attachment EE). These documents show sound fiscal management and compliance with accounting standards.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

Concerns / Questions

Reference

Overall Application Evaluation

<i>Sections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1: Academic Plan and Design Evaluation	☐	☒	☐
Section 2: Operations Plan and Capacity Evaluation	☐	☒	☐
Section 3: Financial Plan and Capacity Evaluation	☐	☒	☐
Section 4: Portfolio Review & Performance Record Evaluation	☐	☐	☐
Overall Application Evaluation Rating:	☐	☒	☐



Charter Creation Application Evaluation Guidance and Review Tool

**Evaluation of Applications to Start a Public Charter School in
the 2026-27 School Year**

Tennessee Department of Education | October 2024



Overview

[T.C.A. § 49-13-116](#) and [State Board of Education \(SBE\) Rule 0520-14-01-.01\(1\)](#) require the Tennessee Department of Education (department) to provide a standard application format and scoring criteria addressing the elements of the charter school application. In addition to state law and SBE rule, the SBE has adopted [Quality Charter Authorizing Standards](#) which establish how charter authorizers should approach the charter application review and evaluation process.

Evaluation Team

Charter school authorizers should assemble evaluation teams of highly competent internal and external evaluators with expertise in academics, organizational governance and management, finance, and legal matters. Evaluators should also have a thorough understanding of charter school autonomy and accountability principles. Additionally, authorizers should provide orientation and training to evaluators and capacity interviewers to ensure consistent evaluation practices and fair, unbiased treatment of all applicants.

Evaluation Ratings

This evaluation guide includes an [Application Review Tool](#) that 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.

Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet 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.	The applicant’s response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.	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.

Approval Criteria

[SBE Policy 6.111](#) outlines Quality Charter Authorizing Standards that authorizers should adopt. Specifically, standard 2 section 4 of this policy establishes that authorizers should use rigorous decision-making criteria. Authorizers should base their recommendations for approval or denial on the written application (including narrative and attachments), independent due diligence, and, if applicable, applicant capacity interviews organized by the authorizer.

Evaluation

Reviewers must use the evaluation guidance provided in this document to evaluate each section of a sponsor's charter creation application. Evaluation ratings for each subsection should be considered collectively to determine the overall evaluation rating for the entire section.

Sections within the Application Review Tool

- [Section 1: Academic Plan and Design](#)
- [Section 2: Operational Plan and Capacity](#)
- [Section 3: Financial Plan and Capacity](#)
- [Section 4: Portfolio Review & Performance Record](#) *(if applicable)*

Overall Application Evaluation Rating

To be eligible for approval, an application must receive a "Meets or Exceeds Standard" rating for all applicable sections within the [Application Review Tool](#). Reviewers should consider the totality of evidence when determining the [Overall Application Evaluation Rating](#). Therefore, a single qualitative rating of "Does Not Meet Standard" or "Partially Meets Standard" on a subsection does not necessarily prevent an entire section from earning a "Meets or Exceeds Standard" rating overall.

Application Review Tool

Comments and supporting evidence are equally as important as the evaluation rating, and all documents, including individual reviews, may be made publicly accessible in the future.

General Information

Reviewer's Name	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	Date Review Completed	May 28, 2025
Proposed School Name	Rocketship TN #5	Proposed Opening School Year	2026
Choose the Application Category and Type	☐ Category 1	☒ Category 2	☐ Initial Application ☒ Amended Application

Requirements Checklist

Reviewers must ensure that the requirements outlined in [T.C.A. §49-13-107](#) are met to confirm that an initial application is complete. The following table will help reviewers verify that all necessary components of the application have been properly addressed:

Requirements	Was the requirement met?	
	Yes	No
The application was submitted on the department's state charter application form for that application cycle.	☒	☐
The sponsor has completed all required sections of the application aligned to the category indicated by the sponsor in its letter of intent, and the application contains all required attachments and signatures.	☒	☐
The application is submitted to the authorizer on or before 11:59 p.m. Central Time on February 1 of the year preceding the year in which the proposed public charter school plans to begin operation.	☒	☐
The application fee, if required by the authorizer, is submitted with the application.	☒	☐

Completeness Checklists

To verify that a sponsor has completed all required sections of the application, reviewers should review the sponsor's responses to each history and intent question within their submitted application. Reviewers should utilize the tables in this section to confirm that the application fulfills all narrative and attachment requirements.

Sponsor History and Intent Questions	Sponsor's Response to Question		Was the Question Answered Appropriately?		Reviewer's Notes/Questions/Concerns
	Yes	No	Yes	No	
Question 1: Has the sponsor or proposed charter management organization ever operated, opened, or managed a charter school?	☒	☐	☐	☐	
Question 2: Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?	☒	☐	☐	☐	Rocketship TN 4
Question 3: Does the sponsor or proposed charter management organization currently operate a charter school?	☒	☐	☐	☐	
Question 4: Will the sponsor replicate a currently authorized charter school in Tennessee?	☒	☐	☐	☐	
Question 5: Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	☒	☐	☐	☐	
Question 6: Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	☒	☐	☐	☐	
Question 7: Is the sponsor proposing a new charter school with a change in academic focus or grade structure from an existing Tennessee charter school they operate?	☐	☒	☐	☐	
Question 8: Is the sponsor proposing an Opportunity Public Charter School?	☐	☒	☐	☐	
Question 9: If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	☐	☒	☐	☐	
Question 10: Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	☐	☒	☐	☐	
Question 11: Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	☐	☒	☐	☐	
Question 12: Will the sponsor convert a non-charter public school to a charter school?	☐	☒	☐	☐	

Items Required for All Sponsors

General Information	Completed?	
Cover Sheet	☒ Yes	☐ No
Sponsor History and Intent	☒ Yes	☐ No
Assurances	☒ Yes	☐ No

1.1 – Academic Plan and Design	Completed?	
Narrative	☒ Yes	☐ No

1.2 – Academic Focus and Performance Standards	Completed?	
Narrative	☒ Yes	☐ No

1.3 - Assessments	Completed?	
Narrative	☒ Yes	☐ No

1.4 – School Calendar and Schedule	Completed?	
Narrative	☒ Yes	☐ No
Attachment A	☒ Yes	☐ No
Attachment B	☒ Yes	☐ No

1.5 – Recruitment and Enrollment	Completed?	
Narrative	☒ Yes	☐ No
Table 1	☒ Yes	☐ No
Table 2	☒ Yes	☐ No
Attachment C	☒ Yes	☐ No

1.6 – Parent and Community Engagement and Support	Completed?	
Narrative	☒ Yes	☐ No
Attachment D	☒ Yes	☐ No

1.7 – School Culture and Discipline	Completed?	
Narrative	☒ Yes	☐ No
Attachment E	☒ Yes	☐ No
Attachment F	☒ Yes	☐ No

1.8 – Special Populations	Completed?	
Narrative	☒ Yes	☐ No

2.1 – Governance	Completed?	
Narrative	☒ Yes	☐ No
Table 4	☒ Yes	☐ No
Attachment G	☒ Yes	☐ No
Attachment H	☒ Yes	☐ No
Attachment I	☒ Yes	☐ No
Attachment J	☒ Yes	☐ No
Attachment K	☒ Yes	☐ No
Attachment L	☒ Yes	☐ No
Attachment M	☒ Yes	☐ No

2.2 – Facilities	Completed?	
Narrative	☒ Yes	☐ No

2.3 – Start Up Plan	Completed?	
Narrative	☒ Yes	☐ No

2.4 – Personnel / Human Capital	Completed?	
Narrative	☒ Yes	☐ No
Attachment N	☒ Yes	☐ No
Attachment O	☒ Yes	☐ No
Attachment P (not hired)	☒ Yes	☐ No
Table 5	☒ Yes	☐ No

2.5 – Professional Development	Completed?	
Narrative	☒ Yes	☐ No

2.6 – Transportation	Completed?	
Narrative	☒ Yes	☐ No

2.7 – Additional Operations	Completed?	
Narrative	☒ Yes	☐ No
Attachment Q	☒ Yes	☐ No

3.1 – Operating Budget	Completed?	
Attachment W (separate Excel doc)	☒ Yes	☐ No

3.2 – Operating Budget Narrative	Completed?	
Narrative (missing pages 178,180 in hard copy)	☒ Yes	☐ No
Attachment X	☒ Yes	☐ No

Additional Requirements for Sponsors That Answered “Yes” to Specific Sponsor History and Intent Questions

Answered “Yes” to Question 1	Section Complete?		
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment S	☒ Yes	☐ No	☐ N/A
4.1 – School Portfolio Summary			
Attachment Z	☒ Yes	☐ No	☐ N/A
4.2 – Academic Performance Record			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment Z	☒ Yes	☐ No	☐ N/A
4.3 – Fiscal and Operational Performance Record			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment AA	☒ Yes	☐ No	☐ N/A
Attachment BB	☒ Yes	☐ No	☐ N/A
Attachment CC	☒ Yes	☐ No	☐ N/A
Attachment DD (only in electronic copy)	☒ Yes	☐ No	☐ N/A
Attachment EE	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 3	Section Complete?		
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
2.10 - Network Governance			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
2.11 - Network Management and Personnel			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment T	☒ Yes	☐ No	☐ N/A
Attachment U	☒ Yes	☐ No	☐ N/A
Table 6	☒ Yes	☐ No	☐ N/A
Table 7	☒ Yes	☐ No	☐ N/A
Table 8	☒ Yes	☐ No	☐ N/A
Table 9	☒ Yes	☐ No	☐ N/A
3.3 – Network Financial Plan			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment Y (missing in hard copy and electronic copy states it is a separate document, but it is on the pages following the cover sheet)	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 4	Section Complete?		
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2.12 – School Replication			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment V	☒ Yes	☐ No	☐ N/A
Answered “Yes” to Question 5	Section Complete?		
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 6	Section Complete?		
2.8 - Charter Management Organization			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Attachment R	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 7	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 8	Section Complete?		
1.2 – Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Supplementary Table 3	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 9	Section Complete?		
2.2 – Facilities			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 10	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
1.3 – Assessments			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 11	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 12	Section Complete?		
1.9 – Conversion Charter School Planning			
Narrative	☐ Yes	☐ No	☒ N/A

Section 1: Academic Plan and Design Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1.1 - School Mission and Goals	☒	☐	☐
Section 1.2 - Academic Focus and Performance Standards	☐	☒	☐
Section 1.3 - Assessments	☒	☐	☐
Section 1.4 - School Calendar and Schedule	☐	☒	☐
Section 1.5 - Recruitment and Enrollment	☐	☒	☐
Section 1.6 - Parent and Community Engagement and Support	☐	☒	☐
Section 1.7 - School Culture and Discipline	☒	☒	☐
Section 1.8 - Special Populations	☐	☒	☐
Section 1.8 – Conversion Charter School Planning	☐	☐	☐
Section Evaluation Rating: Section 1 – Academic Plan and Design	☐	☒	☐

Section 1: Academic Plan and Design Review Notes

Section Strengths

As noted in the original board report, the applicant rated Meets Standard in the following subsections: School Mission and Goals, Assessments, and School Culture and Discipline. The applicant presents a staffing and service delivery plan to support English Learners and Exceptional Education students. The plan includes hiring school leaders with EL and EE experience, five multilingual specialists, and one EL-certified humanities teacher per grade level. It also details oversight of Individualized Learning Plans (ILPs). Exceptional Education services will use co-teaching, pull-out, push-in, direct instruction, and support for low-incidence disabilities. ILP and IEP goals will be embedded in daily instruction using scaffolding, Universal Design for Learning (UDL), accommodations, and data-driven strategies. Progress will be monitored through weekly data reviews and formative assessments.

Section Concerns/Questions

The applicant compares subgroup performance between Rocketship Dream Community Prep (RDCP) and MNPS but overlooks key demographic differences, weakening the analysis. The omission of 2023–24 Success Rate data and the use of district-wide comparisons instead of cluster-specific data further limit accuracy. Although Rocketship’s mission focuses on serving low-income communities, most students at Dream and United are not economically disadvantaged. Overall, the application lacks a clear need for a new school since existing Rocketship schools are under capacity. Claims of overcrowding in local schools are inaccurate, as new facilities at Lakeview and Paragon Mills (opening 2025–26) and KIPP Global Elementary (opening Fall 2025) will add over 1,000 seats and the capacity chart omits several under-enrolled charter schools which do not support the rationale for expansion. Additionally, the draft enrollment policy suggests governance gaps. 17 parent letters are included but are form responses, not strong evidence of demand. The recruitment plan relies on being able to find assistant principals with relevant experience of working with special populations. The language identification and re-entry process contain contradictions and inaccuracies, particularly regarding the use of the ALT ELPA assessment, which is only appropriate under specific conditions. Finally, while

services for students with IEPs, ILPs, and gifted learners are mentioned, the plan lacks detail on equitable identification and delivery.

Subsection 1.1 - School Mission and Goals

Indicators of a Strong Response

Items Relevant to All Sponsors

The mission statement provides a clear, measurable description of what the school will achieve. It aligns with the educational needs of the target student population and outlines specific outcomes.

The goals reflect alignment with state accountability systems and the authorizer's performance framework. They define specific, measurable outcomes related to the school's academic, organizational, and financial success.

The response outlines a process for setting, monitoring, and revising goals based on evidence-based evaluations. It demonstrates how school leadership evaluates progress and adjusts strategies to achieve set targets.

Innovations or unique features described within this section align with the school's mission and directly address the needs of the target student population.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 1.2 - Academic Focus and Performance Standards

Indicators of a Strong Response
Items Relevant to All Sponsors
The response clearly defines the school's academic focus, highlighting how it aligns with the school's mission and goals.
The response provides a comprehensive academic plan that integrates the school's mission and goals. It includes the educational philosophy, instructional methods, and teaching approaches that support academic achievement and align with Tennessee's academic standards.
The response presents data and research supporting the academic plan's effectiveness for the target population. It details strategies for closing achievement gaps and addresses underperformance.
The response outlines a well-suited curriculum for the targeted student population, ensuring alignment with Tennessee Academic Standards. It identifies potential gaps within the proposed curriculum and provides solutions for addressing them.
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 7
The response identifies specific changes to the academic plan or grade structure from the existing school's original application, explains the rationale for each modification, and details any additional resources needed. If there are no changes, the response clearly states "N/A."
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 8
The response details a structured, evidence-based literacy program with targeted interventions and regular progress monitoring for students enrolled in an Opportunity Public Charter School.
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 10
The response outlines a plan for tutoring, remediation, and summer school that is aligned with T.C.A. § 49-6-3115, the plan ensures that all eligible students receive required support.
The response describes how the school integrates foundational literacy instruction per T.C.A. § 49-1-905, using evidence-based practices and approved materials.
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 11
The response details how the school will meet Tennessee graduation requirements, including credit earning, GPA calculation, and transcript information. It describes elective offerings and any additional requirements that enhance college or career readiness. It identifies all types of diplomas offered.
The response outlines targeted interventions and support systems to help at-risk students stay on track for graduation.
The response describes the school's plan for offering EPSO and WBL opportunities, including funding sources and physical locations.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☒ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The amended application does not have any additional noted strengths for this subsection.	N/A
Concerns / Questions	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	

The applicant includes subgroup performance comparisons between RDCP and MNPS; however, the demographic composition of the Antioch and Cane Ridge clusters differs significantly from RDCP, limiting the validity of the comparison.	p. 32
Rocketship omits Success Rate 2023–24 data, weakening the completeness of its analysis.	p. 32
The comparison of 2022–23 results from Dream and United Academy to the entire MNPS district, rather than to elementary schools within the Glencliff, Antioch, and Cane Ridge clusters, results in an inaccurate and incomplete academic performance profile.	p. 32
While Rocketship’s mission emphasizes serving low-income communities, 70% of students at Dream and 70% of students at United are not categorized as economically disadvantaged, raising questions regarding the alignment with the stated mission.	2023-2024 Tennessee State Report Card

Subsection 1.3 - Assessments

Indicators of a Strong Response
Items Relevant to All Sponsors
The response provides a detailed explanation of the formative and/or summative assessments the school will utilize to assess individual student academic needs and sub-group progress. These assessments are clearly aligned with the school's academic plan and state standards. The response specifies the frequency and cadence of these assessments and identifies the faculty and staff responsible for administering them.
The response outlines a clear plan for collecting and analyzing academic data throughout the year. It explains how the data will be used to ensure students make academic progress and how the analysis will inform ongoing professional development for faculty and staff.
The response provides a detailed description of the training and support school leadership and teachers will receive to analyze, interpret, and utilize performance data effectively to improve instruction and drive student achievement.
Item Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 10
The response clearly identifies the universal reading screener selected from the approved list of nationally normed screeners, in accordance with T.C.A. § 49-1-905, and demonstrates alignment with foundational literacy requirements.

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
This subsection was not reviewed due to no concerns noted in the original review.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		

This subsection was not reviewed due to no concerns noted in the original review.	N/A
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Subsection 1.4 – School Calendar and Schedule

Indicators of a Strong Response

Items Relevant to All Sponsors

The school's annual academic calendar (Attachment A) and student daily schedules (Attachment B) meet Tennessee's minimum statutory requirements of 200 days, with at least 180 days of classroom instruction, and align with T.C.A. § 49-6-3004 and SBE Rule 0520-01-02-.31

The response explains why the proposed academic calendar and daily schedule will optimize student learning. It includes the number of instructional hours/minutes for core subjects (language arts, mathematics, science, social studies) and shows how time for tiered interventions, enrichment, tutoring, and other academic activities is integrated into the schedule.

The response provides details on any proposed extra-curricular or co-curricular activities, including their start date, frequency, and funding sources.

The proposal for additional academic programs such as Saturday school, summer school, remediation, or acceleration programs is reasonable, and the response includes the duration, hours per week, student identification methods, mandatory participation requirements (if applicable), and the resources and staffing needed for these programs.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application does provide additional information about Flex Thursday; however, the information provided still does not support that the instructional minutes meet TDOE compliance.

Attachment A, p.46

Subsection 1.5 – Recruitment and Enrollment

Indicators of a Strong Response

Items Relevant to All Sponsors

The response describes 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.

The response provides completed templates for the Enrollment Summary (Table 1) and Anticipated Demographics (Table 2). It describes the data, factors, and methodology used to determine initial enrollment projections, ensuring alignment with the operating budget template.

The response includes the proposed school's Enrollment Policy (Attachment C) which includes the following: tentative application period dates, enrollment deadlines, non-discriminatory admission policies, articulation agreements, and policies for waitlists, withdrawals, re-enrollment, and transfers.

The response explains how the school will receive and process enrollment applications and outlines the school's plan to conduct an enrollment lottery if applications exceed capacity. It ensures compliance with T.C.A. § 49-13-113, T.C.A. § 49-13-106, and SBE Rule 0520-14-01-.04.

The response describes the plan to recruit students in the year prior to opening. It identifies the staff position responsible for overseeing recruitment, along with marketing strategies, community organizations, activities, events, responsible parties, and timelines that will drive student recruitment.

The response details student recruitment after the school has opened and explains how ongoing recruitment efforts will differ from pre-opening strategies.

The response describes how the school will ensure equal opportunity for all students to attend, with specific outreach plans for economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 1**

The response identifies key differences between student recruitment and enrollment practices of the proposed school and other charter schools operated by the sponsor.

The response notes similarities and differences between the target community of the proposed school and those served by other charter schools operated by the sponsor.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 8**

The response provides a detailed plan to ensure that at-risk students constitute at least 75 percent of the enrolled student population. It includes clear methods for verifying students' at-risk status upon enrollment.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The rationale for opening a new school is not provided, particularly since Rocketship

pp. 50-51

Dream Community Prep already serves a diverse student population.	
The applicant does not provide compelling evidence of the need for a new school, especially given that existing Rocketship schools in the area are not at capacity. Additionally, KIPP Global Elementary will open in Fall 2025 with a capacity of 704 seats, a factor not acknowledged in the application.	p. 52
Rocketship Dream has an enrollment of 450 students with a capacity of 630, leaving approximately 29% of the seats unfilled.	p. 52
Rocketship United Academy enrolls 482 students out of a 545-seat capacity, with about 12% of seats available which indicates over 200 seats remain open across both schools.	p. 52
Despite claims that elementary schools in the Antioch and Cane Ridge clusters are operating at 105% capacity, this assertion is inaccurate since new expanded facilities for Lakeview Elementary and Paragon Mills Elementary are scheduled to open in the 2025–26 school year, adding 180 and 116 seats respectively.	p. 52
The capacity and utilization chart provided is incomplete, omitting several charter schools under the Tennessee Public Charter School Commission that are also operating below capacity.	p. 52
The inclusion of a draft enrollment policy raises concerns about governance readiness, as such a policy should already be in place given Rocketship’s existing operations.	p. 55, Attachment C

Subsection 1.6 – Parent and Community Engagement and Support

Indicators of a Strong Response
Items Relevant to All Sponsors
The response provides clear evidence of community feedback and parental interest in the proposed school. It explains how feedback was collected, validates its relevance, and demonstrates how the feedback shaped the application.
The response includes sufficient statements of support from community members, parents, and local organizations, indicating strong commitment and likely success in meeting enrollment goals. These statements go beyond generic statements, showing measurable support such as enrollment intent or financial backing.
The response outlines a sound plan for engaging parents and community members, both prior to the school’s opening and throughout its operation. It details strategies to generate buy-in and maintain strong partnerships with the community.
The response provides a well-defined plan for partnerships with community organizations, businesses, or educational institutions. It specifies the nature and scope of each partnership and how these collaborations will enrich student learning opportunities.
The response outlines a clear plan for informing and educating parents about school policies, including any commitments or volunteer opportunities for parents.

Subsection Evaluation Rating
☐ Meets or Exceeds Standard ☒ Partially Meets Standard ☐ Does Not Meet Standard
Subsection Strengths
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.
The amended application does not have any additional noted strengths for this

N/A

subsection.	
Concerns / Questions	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The amended application provides 17 parent letters, but they are form letters that do not provide evidence of authentic interest in enrollment to confirm sufficient evidence of support from parents with students who qualify to attend the school which does not indicate a strong commitment and future success in meeting enrollment goals.	Attachment D

Subsection 1.7 – School Culture and Discipline

Indicators of a Strong Response

Items Relevant to All Sponsors

- The response outlines a clear vision for the school culture or ethos, which promotes a positive academic environment aligned with the school's mission, goals, and objectives. The culture reflects high academic expectations and robust student support.
- The response provides a coherent plan for creating, implementing, and sustaining the intended school culture for all students, teachers, administrators, and parents, beginning on the first day of school. It also includes a plan for integrating mid-year enrollees.
- The response explains how the school culture will embrace special populations such as students with disabilities, English Learners, and those at risk of academic failure or dropping out.
- The Student Handbook (Attachment E) includes comprehensive and legally sound policies for students and families.
- The response includes a student discipline policy (Attachment F) and/or philosophy for student discipline that outlines both penalties for infractions and incentives for positive behavior. The response provides effective procedures to maintain a safe and orderly school climate, and clearly respects student rights, particularly for students with disabilities.
- The response includes definitions of offenses leading to suspension or expulsion, outlines due process procedures, explains protections for students with disabilities, and identifies the staff position responsible for enforcing discipline policies, along with a plan for informing students and parents.
- The response details goals for student attendance and presents a plan for collaborating with families and the community to address and reduce chronic absenteeism.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 1.8 – Special Populations

Indicators of a Strong Response

Items Relevant to All Sponsors

The response clearly outlines the leadership team's experience supporting students with disabilities, English learners (EL), at-risk students, and intellectually gifted students, and provides a detailed staffing plan to meet these students' needs.
The response describes a clear process for identifying students with disabilities and offers a continuum of services that ensure access to general education and support academic success, with integration of these services into the daily schedule.
The response provides a clear plan for monitoring and evaluating the progress of students with disabilities and aligns the plan with the authorizer's evaluation and monitoring systems.
The response explains how the school will determine the appropriate diploma type for students with disabilities and ensures that students are not precluded from earning a traditional high school diploma.
The response describes the process for identifying English learners in compliance with SBE Rule 0520-01-19-.03 and outlines a staffing plan that ensures the school maintains appropriate ratios of ESL-licensed staff to students.
The response details a plan to provide supports for EL students as outlined in their ILPs, integrating those supports into the daily schedule, and explains how the school will monitor and evaluate EL students' progress toward program completion.
The response explains the process for identifying at-risk students using academic and behavioral data and provides a plan to monitor academic progress and implement programs and strategies to meet their needs.
The response provides a clear plan for identifying intellectually gifted students and explains how the school will use research-based instructional programs to meet their academic needs, including a system for monitoring their progress and success.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The applicant clarifies staffing plan and service delivery to support English Learners (56% of projected enrollment) and Exceptional Education students (12%) by outlining hiring school leaders with EL and EE backgrounds.	p. 81
The updated staffing plan includes 5 multilingual specialists and also one EL-certified humanities teacher per grade level.	p. 81
The updated plan outlines ILP oversight.	p. 81
Exceptional education service models include co-teaching, pull-out, push-in, direct instruction, and low-incidence supports. ILP and IEP goals will be integrated into daily instruction, with strategies including scaffolding, Universal Design for Learning (UDL), accommodations, and data-driven decision-making. Progress monitoring is addressed through weekly data reviews and formative assessments.	pp. 82-84

Concerns / Questions

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
While the applicant expresses a commitment to hiring experienced staff, the absence of a firm recruitment plan raises concerns about the school's readiness to meet the significant needs of students with disabilities and language barriers.	p. 81
While the amended application states that the principal will work with two assistant	p. 81

principals—one serving as the exceptional education lead and the other as the multilingual lead—it relies heavily on the hope that both will have prior experience in special education or ESL.	
Given the significance of special populations to the school’s success, a more detailed and structured recruitment plan is essential to ensure adequate support and compliance from the outset.	p.81
The amended application does not demonstrate the applicant has a solid process for identifying English Learners since the language identification and re-entry process contain contradictions about reassessment procedures and inaccuracy on qualifying scores for ESL program entry. For example, in the amended application, the school states they “will not readminister the HLS or re-assess them with the language proficiency assessment. The previous district provided documentation and assessment data. Rocketship will then refer the family to complete the ELPA21 Dynamic Screener (K-5) or ALT ELPA Screener.”	p. 89
The plan to monitor and evaluate progress of EL students demonstrates a lack of understanding of some key areas as the applicant indicates that the ALT ELPA Summative assessment is administered to eligible EL students with an IEP only in specific circumstances meeting specific state criteria. Not every EL student with an IEP will be assessed using the ALT ELPA Summative. The decision to utilize the ALT assessment is made taking into consideration state guidance and ELPA21 criteria.	p. 94
While teachers will provide specialized services for students with IEPs, ILPs, and those identified as gifted and talented, it does not have specificity on how students will be equitably identified and how services will be equitably delivered.	p. 81

Subsection 1.9 – Conversion Charter School Planning

Indicators of a Strong Response
Item Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 12
The response demonstrates the sponsor’s strong prior experience in turning around or converting underperforming schools, including documented student outcomes and challenges faced. If lacking prior experience, the sponsor provides a clear rationale and evidence of its capacity to successfully transform a struggling school.
The response outlines a detailed plan for engaging the local neighborhood, community, and student population prior to the school’s conversion.
The response provides specific strategies for transforming the existing school culture while respecting its history and community role. The plan outlines how decisions will be made on which aspects of the current culture to retain, modify, or add, while establishing a new identity.
The response clearly describes how the school will share physical space, resources, and services with the existing school in a phase-in approach. It includes essential elements for successful co-location and outlines strategies to minimize disruption in case of an accelerated transition by the LEA.
The response provides a realistic transition plan for a full school take-over, including a detailed communication strategy with existing staff. It identifies the additional teaching and non-teaching personnel required to ensure student success from the first year of the conversion.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		

Section 2: Operations Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
2.1 – Governance	☐	☒	☐
2.2 – Facilities	☒	☐	☐
2.3 – Start-Up Plan	☒	☐	☐
2.4 – Personnel / Human Capital	☐	☒	☐
2.5 – Professional Development	☒	☐	☐
2.6 – Transportation	☒	☐	☐
2.7 – Additional Operations	☒	☐	☐
2.8 – Charter Management Organizations	☐	☒	☐
2.9 – Network Vision, Growth Plan & Capacity	☐	☒	☐
2.10 – Network Governance	☐	☒	☐
2.11 – Network Management and Personnel	☒	☐	☐
2.12 – School Replication	☒	☐	☐
Section Evaluation Rating: Section 2 – Operations Plans and Capacity	☒	☐	☐

Section 2: Operations Plan and Capacity Review Notes

Section Strengths

As noted in the original board report, the applicant rated Meets Standard in the following subsections: Start Up Plan, Professional Development, Network Management and Personnel and School Replication. The amended application addresses concerns about the potential storm shelter requirements by providing detailed plans, specifications, and a timeline for the construction of storm shelters. The amended application has an updated budget to reflect additional transportation needs for students with IEPs. The amended applicant outlines a plan to ensure insurance coverage, as well as a more detailed security plan.

Section Concerns/Questions

The amended application includes additional governance documents and organizational charts; however, it continues to present a circular and unclear relationship between RSED-TN and RSED-National. Although RSED-TN is described as the governing entity, it is simultaneously treated as a subsidiary of RSED-National for insurance and other operational purposes, raising concerns about its true autonomy. Furthermore, RSED-TN is expected to enter into a Charter Management Organization (CMO) agreement with RSED-National, under which 15% of RSED-TN's revenue will be allocated to RSED-National as a service provider. Despite RSED-TN's oversight responsibilities for other schools, there is currently no formal agreement in place between the two entities, further calling into question the clarity and legitimacy of the governance structure. The amended application also fails to adequately address the legitimate concerns previously cited by the MNPS Board of Education in its denial of Rocketship NE, demonstrating an unwillingness to make meaningful revisions based on feedback.

Subsection 2.1 – Governance

Indicators of a Strong Response
Items Relevant to All Sponsors
The proposed governance structure and board composition ensure active representation of key stakeholders and effective oversight of the school's educational, operational, and financial performance.
The response demonstrates that the proposed board members bring a diverse range of expertise, including educational, financial, legal, and community knowledge, necessary to oversee a successful charter school.
The response includes a clear plan for initial and ongoing board training in compliance with T.C.A. § 49-13-111(o), ensuring all training is approved by the State Board of Education. Plans for board member recruitment and addressing attrition are well-detailed.
The response outlines a transparent, fair process for hearing and resolving complaints brought to the board, ensuring accountability.
The governance documents (Attachments G-M) are complete and align with state laws and district policies, including Articles of Incorporation, tax-exempt status, by-laws, Code of Conduct, Conflict of Interest Policy, board member resumes, and board policies regarding meetings and open records.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application does not have any additional noted strengths for this subsection.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application includes additional governance documents; however, the evidence continues to present a circular and unclear relationship between RSED-TN and RSED-National.		p. 108
While RSED-TN is described as the governing entity, it is also treated as a subsidiary of RSED-National for insurance and other operational purposes.		p. 108

Subsection 2.2 – Facilities

Indicators of a Strong Response

Items Relevant to All Sponsors

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.

The response outlines the school leadership team's experience in facility acquisition, management, and renovation. It identifies key members responsible for managing the facility acquisition process.

The response outlines a sound plan and timeline for identifying, securing, and ensuring compliance with all regulatory and safety requirements, including ADA compliance, health and safety regulations, and city planning reviews. The plan includes all associated costs in the operating budget.

The response addresses compliance with county and municipal building codes, including storm shelter requirements. It presents a realistic timeline for facility selection, renovation, inspections, and occupation.

The response lists properties considered for the school or describes steps taken to confirm suitable facilities if no property has been identified.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 9**

The response includes a detailed plan for the construction, development, or purchase of residential facilities. It provides copies of all required permits, certificates, and other relevant documentation to support this process.

The response provides a detailed plan for ensuring the health and safety of students in residential facilities, including safety protocols, staffing for supervision, and emergency response plans.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application addresses concerns about the potential storm shelter requirements, loan length, and timeline related to current local construction requirements.

pp. 111, 113

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application does not have any additional noted concerns for this subsection.

N/A

Subsection 2.3 – Start-up Plan

Indicators of a Strong Response

Items Relevant to All Sponsors

The response provides a detailed timeline outlining the specific tasks the school's governing body and leadership must complete to ensure the school opens on time. It includes key areas such as staffing, student recruitment, and facility changes, with deadlines and milestones for each task. The individuals responsible for each task are identified, along with their compensation amounts. The response ensures that revenues and expenditures for "Year 0" are appropriate and align with the Operating Budget Template in section 3.1.

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.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 2.4 – Personnel / Human Capital

Indicators of a Strong Response
Items Relevant to All Sponsors
The organizational charts (Attachments N and O) clearly delineate the roles and reporting structure of the board, staff, related bodies (such as advisory councils), and any external organizations involved in managing the school.
The response outlines a thorough recruitment and hiring strategy with clear timelines, selection criteria, and procedures designed to secure a highly qualified school leader and key staff. Identified leaders demonstrate the necessary qualifications and experience for their roles.
The individual responsible for academic programming has a proven track record of driving student achievement, supported by relevant student achievement data (Attachment P).
Recruitment and hiring practices ensure the leadership team and staff reflect the diversity of the student body and community. All staff will meet licensure and endorsement requirements as per state regulations, with a designated staff member overseeing compliance.
The response details compensation packages, benefits, and incentive structures that are competitive with local district salaries, designed to attract and retain high-performing teachers.
The response provides a comprehensive plan for supporting, developing, and annually evaluating school leadership and staff using a state-approved evaluation model in compliance with SBE rules.
The response includes a clear plan for addressing unsatisfactory leadership or teacher performance, including termination procedures and strategies for managing turnover.
Staffing projections are robust and aligned with the educational program, ensuring adequate staffing for the school's success.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application does not have any additional noted strengths for this subsection.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application includes additional information and organizational charts; however, the information continues to present a circular and unclear relationship between RSED-TN and RSED-National.		p. 149

Subsection 2.5 – Professional Development

Indicators of a Strong Response

Items Relevant to All Sponsors

The response details the number of days and hours set aside for professional development and explains how the school's calendar, daily schedule, and staffing structure fully support this plan. It also specifies how time for collaborative planning will be utilized.

The response describes the core components of the professional development plan, showing how they will enable effective implementation of the academic plan. It includes specific training on IEPs, ILPs, discipline for students with disabilities, and communication with EL families.

The response offers a thorough overview of the professional development scheduled before and during the first year of operation. It also explains how school leadership will determine ongoing professional development needs.

The response outlines a clear process for ensuring that mid-year hires receive orientation training that aligns with the charter school's academic plan.

The response presents a professional development plan for school leadership, ensuring access to the necessary knowledge and skills for effective management and leadership.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 2.6 - Transportation

Indicators of a Strong Response
Items Relevant to All Sponsors
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.
The response includes a plan for transporting students with special needs as required by their IEPs, ensuring compliance with federal regulations (34 CFR §300.34(c)) and ensuring students receive a free and appropriate public education (FAPE).
The response presents a sound plan for selecting a transportation vendor or providing transportation services directly. It identifies the individual(s) responsible for daily oversight of transportation operations.
The response demonstrates familiarity with and outlines a plan for ensuring compliance with all relevant state and federal transportation regulations, including T.C.A. § 49-6-2101 – 2119 and SBE Rule 0520-01-05.
If the school will not provide daily transportation services, the response describes how students will access the school and details strategies to address any transportation barriers to ensure equity and access for all students.

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The applicant updated the budget to address special transportation needs for students with IEPs.		p. 137
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application did not have any additional noted concerns for this subsection.		N/A

Subsection 2.7 – Additional Operations

Indicators of a Strong Response

Items Relevant to All Sponsors

Insurance: The response outlines a plan to secure comprehensive insurance coverage, including workers' compensation, liability, surety bonds, and sexual abuse coverage, with confirmation from an insurance provider (Attachment Q). It also ensures notification of cancellation to the Tennessee Department of Education and includes additional liability coverage if the school will have athletics.

Food Service Plan: The response provides a clear plan for offering food service to all students, ensuring compliance with district, state, and federal guidelines, addresses the needs of low-income students for equitable access to nutritious meals, and outlines the selection of a food service vendor or in-house meal provision.

Technology: The response provides a detailed plan for the technology needed to meet academic and operational needs, ensures student access to technology for state-mandated assessments with infrastructure and costs outlined in the budget, and includes a robust plan for managing and protecting student data in compliance with privacy regulations.

School Health: The response outlines a clear plan for compliance with the Coordinated School Health Program, including hiring or contracting a registered nurse and identifying the individual responsible for supervising the nurse and ensuring compliance with health regulations.

Safety Plan: The response provides a comprehensive plan for ensuring the safety and security of students, staff, guests, and property, identifies the individual responsible for overseeing school safety operations, and includes a clear process and timeline for creating the school's emergency operations plan to ensure crisis preparedness.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application provides details that RSED-TN will be covered under RSED-National's insurance policies.

p. 140,
Attachment
Q

The amended application provides additional information about the security plan.

p. 147

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application did not have any additional noted concerns for this subsection.

N/A

Subsection 2.8 – Charter Management Organization

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 6**

The response details the name of the CMO, if known, and provides evidence of its educational and management success, along with a clear rationale and selection process for choosing the CMO.

The response outlines the division of roles and responsibilities between the board and the CMO, discloses any existing or potential conflicts of interest, and provides a viable plan for managing these conflicts.

If available, the CMO agreement (Attachment R) includes key terms such as roles and responsibilities, services provided, performance evaluation measures, compensation, financial controls, and conditions for renewal or termination.

The response explains how the CMO's performance will be measured, including deliverables and benchmarks, and outlines conditions for renewing or terminating the CMO agreement.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application continues to present dual positioning between RSED-TN and RSED-National as RSED-TN is described as the governing entity, it is also treated as a subsidiary of RSED-National for insurance and other operational purposes which raises concerns about the true autonomy of RSED-TN.

p. 149

RSED-TN is expected to enter into a Charter Management Organization (CMO) agreement with RSED-National, under which RSED-National would receive 15% of RSED-TN's revenue as a service provider.

p. 149

Despite RSED-TN's oversight responsibilities for other schools, there is no formal agreement currently in place between RSED-TN and RSED-National, further calling into question the clarity and legitimacy of the governance structure.

p. 149

Subsection 2.9 – Network Vision, Growth Plan & Capacity

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 3 or 5

The response provides a detailed five-year growth plan that includes proposed years of opening, number and types of schools, pending applications, targeted markets, criteria for selecting them, and projected enrollments. It explains how Tennessee fits into the overall growth plan, if applicable.

The response presents strong evidence of the organization’s capacity to open and operate high-quality schools in Tennessee and elsewhere. It includes specific timelines for building or deploying capacity to support new schools.

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.

The response identifies anticipated challenges and risks over the next five years and provides a realistic plan to mitigate them and achieve the organization’s outcomes.

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1

The response includes the network’s most recent annual report (Attachment 5) to demonstrate transparency and accountability.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional strengths noted in this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application still does not adequately address the legitimate concerns for denial of Rocketship NE by the MNPS Board of Education, which demonstrates an unwillingness to be receptive to make revisions based on feedback provided.

pp. 158-159

Subsection 2.10 – Network Governance

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 3

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.

The response outlines the size and composition of the governing board, ensuring it actively represents key stakeholders, including local/Tennessee representation, and includes a plan for meeting the statutory requirement of having a parent from one of the Tennessee schools on the board or an advisory council at each school.

The response clearly defines the roles and responsibilities of the board, identifying the key skills, areas of expertise, and constituencies represented.

The response includes a robust plan for evaluating the academic and operational success of each school and the school leader, ensuring the board can effectively oversee the school's progress.

If an existing board will govern the proposed schools, the response includes by-laws and an organizational chart, outlining any necessary changes to support the expansion plan. If a new board is formed, the response details its creation, responsibilities, and relationship with the existing board.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application continues to present dual positioning between RSED-TN and RSED-National as RSED-TN is described as the governing entity, it is also treated as a subsidiary of RSED-National for insurance and other operational purposes which raises concerns about the true autonomy of RSED-TN.

p. 160

RSED-TN is expected to enter into a Charter Management Organization (CMO) agreement with RSED-National, under which RSED-National would receive 15% of RSED-TN's revenue as a service provider.

p. 160

Despite RSED-TN's oversight responsibilities for other schools, there is no formal agreement currently in place between RSED-TN and RSED-National, further calling into question the clarity and legitimacy of the governance structure.

p. 160

Subsection 2.11 – Network Management and Personnel

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 3**

The response identifies the network’s leadership team, detailing their specific roles and responsibilities.

The response includes organizational charts for Year 1 and Year 5 (Attachments T and U) that clearly delineate roles and reporting structures between the governing board, school leadership, staff, advisory bodies, and any external organizations, such as a CMO, if applicable.

The response outlines any shared or centralized services provided by the network to schools in Tennessee, including costs, allocation methods, and specific service goals. It explains how the school will measure the successful delivery of these services.

The response clearly allocates decision-making responsibilities between the school and network using Table 6, detailing how key functions will be handled at each level.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 2.12 – School Replication

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 4**

The response provides a clear written statement affirming compliance with all eligibility requirements for replication, including adherence to local, state, and federal laws, good standing with the charter agreement, operating for at least two years, and no material change in focus or grade structure.

The response includes the original application (Attachment V) of the school being replicated, ensuring that it contains all sections and addresses all questions in the current creation template.

The response demonstrates the sponsor’s capacity to open and operate high-quality schools in Tennessee, providing a detailed plan for resource allocation and timelines for supporting multiple schools.

If applicable, the response explains past replication efforts, lessons learned, and how challenges were addressed, along with a risk management plan for anticipated challenges in the next five years.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Section 3: Financial Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
3.1 – Operating Budget	☐	☒	☐
3.2 – Operating Budget Narrative	☒	☐	☐
3.3 – Network Financial Plan	☒	☐	☐
Section Evaluation Rating: Section 3 – Financial Plan and Capacity	☐	☒	☐

Section 3: Financial Plan and Capacity Review Notes

Section Strengths

Rocketship has made improvements in addressing the financial concerns in the original application. They have clarified their inflation assumptions, enhanced budget transparency by clearly identifying where Charter Management Organization (CMO) fees are included, and provided explanations for how internet, technology, and mortgage costs are accounted for in the budget.

Section Concerns/Questions

While the amended application provides additional financial details, several concerns remain. Notably, the explanation of the 1% inflation assumption does not align with standard accounting practices, as inflation impacts on revenue and expenses are typically calculated independently to ensure accurate forecasting. Additionally, the proposed technology expenditure appears insufficient for a STEM-focused program. The first-year allocation of less than \$300 per student will only support low-end equipment and does not account for potential loss or damage. This level of investment does not reflect the robust technology infrastructure typically required to support a high-quality STEM curriculum.

Subsection 3.1 – Operating Budget

Indicators of a Strong Response

Items Relevant to All Sponsors

The operating budget (Attachment W) 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.

The response explicitly details major assumptions, including student enrollment, anticipated funding sources, compensation, and key expenditures.

The response includes a clear breakdown of relevant expenses, covering categories such as personal services, employee benefits, contracted services, supplies and materials, other charges, debt service, and capital outlay.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

Some concerns remain, such as the inflation methodology not fully aligning with standard accounting practices and the relatively low per-student technology expenditure, which may not be sufficient for a STEM-focused program.

Attachment W

The first-year allocation is less than \$300 per student, which is only adequate for low-end equipment and does not account for potential loss or damage.

Attachment W

The level of technological investment does not reflect the needs typically associated with a STEM curriculum.

Attachment W

The amended application's explanation of its 1% inflation assumption does not align with standard accounting practices since typically inflation impacts on revenue and expenses should be calculated independently, rather than relative to one another, to ensure accurate financial forecasting.

Attachment W

Subsection 3.2 – Operating Budget Narrative

Indicators of a Strong Response
Items Relevant to All Sponsors
The response explains how the operating budget fully supports the school's model and academic plan. It specifies the minimum student enrollment needed for sustainable operation and details how this minimum affects the budget.
The response outlines all revenue assumptions, explaining the methodology for each. If the budget includes grants, fundraising, or philanthropic revenue, it provides details on how these funds were calculated, whether they are awarded or estimated, and offers a contingency plan if the funds are not realized. The response also lists donations of private funding, including those from foreign or domestic entities where applicable. Additionally, the response specifies amounts and sources of funds from banks, corporations, foundations, grants, and others, noting which funds are secured and which are anticipated, with evidence of firm commitments where applicable.
The response explains the methodology used to determine anticipated expenditures as outlined in Section 3.1. It also addresses how high-needs students with disabilities may impact the operating budget and outlines a plan to meet these needs without compromising financial stability.
The response describes the systems, processes, and policies for managing accounting, purchasing, payroll, and audits, including policies for financial controls. It also details how the school will conduct an independent annual audit and comply with federal and state accounting/reporting requirements. The response outlines the financial roles and responsibilities of the school's administration and governing board.
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.
The response outlines contingency plans to meet financial needs if anticipated revenues are lower than expected. It includes a detailed cash flow contingency plan in case revenue projections are not met or expenditures exceed expectations, with explanations of financing sources, including loans or alternative funding sources.

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
Rocketship has made improvements in addressing the original financial concerns. They have clarified their inflation assumptions, enhanced budget transparency by clearly identifying where Charter Management Organization (CMO) fees are included, and provided explanations for how internet, technology, and mortgage costs are accounted for in the budget.		p. 183
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application does not have any additional noted concerns for this subsection.		N/A

Subsection 3.3 – Network Financial Plan

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 3**

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.

The response presents a clear plan for reaching the organization’s fundraising goals over the next five years, including a development plan with staffing needs.

The response provides a detailed network budget/plan (Attachment Y) that aligns with school-level budgets. The budget includes realistic revenue assumptions from all funding sources (state, local, federal, grants, philanthropy) and anticipated expenditures.

The response outlines all anticipated costs related to back-office services, facilities, employee compensation (including the portion allocated to the proposed school), management fees (if applicable), and other network expenditures.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Section 4: Portfolio Review & Performance Record Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
4.1 – School Portfolio Summary	☒	☐	☐
4.2 – Academic Performance Record	☐	☒	☐
4.3 – Fiscal and Operational Performance Record	☐	☒	☐
Section Evaluation Rating: Section 4 – Portfolio Review & Performance Record	☐	☒	☐

Section 4: Performance Review & Performance Record Review Notes

Section Strengths

The amended application does not have any additional noted strengths for this section summary.

Section Concerns/Questions

The amended application includes evidence of student achievement and growth through Success Rate scores from 2016–2017 to 2023–2024; however, a significant performance gap remains, with the Rocketship Tennessee network scoring 22% compared to MNPS at 33%. While the applicant highlights some strengths of Rocketship NE, the evidence provided does not sufficiently address the concerns previously raised by the MNPS Board of Education or outline concrete actions to demonstrate they can improve the 2023–2024 Level 2 TVAAS rating. Although the application attempts to address various deficiencies in the performance record, there are still overarching concerns regarding the applicant's ability to implement effective strategies to overcome persistent challenges in their start-up plan. These concerns are further underscored by the recent transfer of Rocketship schools in Texas to another charter management organization in April 2025.

Subsection 4.1 – School Portfolio Summary

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 1**

The response includes a complete list of all schools currently or previously operated or managed by the sponsor, governing body, network, and/or charter management organization, with accurate information for each status (actively operating, pre-opening, pending authorization, withdrawals, voluntary or involuntary closures).

For each listed school, the response provides essential details including school name, status, operating years, address, grades served, total enrollment, and state or federal designations over the last five years.

The response includes relevant data on graduation rates for the prior year, student group percentages, and any other required performance metrics.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

This subsection was not reviewed due to no concerns noted in the original review.

N/A

Subsection 4.2 – Academic Performance Record

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 1**

- The response provides clear evidence showing the sponsor’s or charter management organization’s success in improving student academic achievement and growth. It includes five years of data for ELA, Math, Algebra I/II, Geometry, Integrated Math I/II/III, and English I/II, with a breakdown by student groups (All Students, Black/Hispanic/Native American, Economically Disadvantaged, English Learners, Students with Disabilities, and Super Subgroup).
- The response includes nationally normed internal assessment data for grades not covered by state assessments, disaggregated by student group, and covering the past five years.
- The response details the successes and challenges faced by the sponsor’s or charter management organization’s schools, clearly identifying specific academic performance issues and successes.
- The response selects one or more high-performing schools and provides specific academic outcomes and causes for success. It describes how successful practices or strategies were implemented in other schools within the network.
- The response selects one or more underperforming schools and explains the causes of underperformance. It outlines strategies, interventions, and support systems in place to correct these issues, with specific goals and benchmarks for improvement.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

Evidence is provided to demonstrate student achievement and growth through the Success Rate scores from 2016-2017 to 2023-2024; however, there is a significant gap between Rocketship Tennessee network at 22% compared to MNPS at 33%.

p.197

While the applicant provides some evidence of strengths of Rocketship NE, that evidence still does not address the concerns noted by the MNPS Board of Education or the actions needed to improve the 2023-2024 Level 2 TVAAS.

p.207

Subsection 4.3 – Fiscal and Operational Performance Record

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 1

The response includes official performance and/or evaluation reports, renewal/interim reports, and annual reports for the last two years (Attachments AA, BB, and CC). These documents demonstrate strong and favorable authorizer evaluations for each school operated by the sponsor and/or contracted charter management organization.

The response provides a clear list of any terminated contracts with charter schools, detailing the reasons for termination, especially in cases of material breach, and shows transparency in addressing any past contract issues.

The response details any instances of charter revocations, non-renewals, shortened/conditional renewals, or withdrawals/non-openings of schools. It explains the causes of these actions and demonstrates the sponsor's capacity to address and resolve deficiencies or compliance violations.

The response identifies any current or past litigation, including arbitration proceedings, involving the network, governing body, charter management organization, sponsor, or any charter schools. It includes all necessary documents (Attachment DD) and demonstrates the organization's ability to navigate legal challenges effectively.

The response provides two years of audited financial statements and the most recent internal financial statements for each school operated by the sponsor and/or charter management organization (Attachment EE). These documents show sound fiscal management and compliance with accounting standards.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

While the amended application addresses the variety of deficiencies in the performance record, there are still overall concerns that the applicant does not have strategies to successfully address the continued challenges in their start-up plan.

pp. 212-213

This is further demonstrated by the transfer of the schools in Texas to another charter management organization (Ignite Community Schools) in April 2025 due to the lack of support in the current Rocketship Public Schools government structure.

Rocketship
Public
Schools
Newsletter
April 2025

Overall Application Evaluation

<i>Sections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1: Academic Plan and Design Evaluation	☐	☒	☐
Section 2: Operations Plan and Capacity Evaluation	☒	☐	☐
Section 3: Financial Plan and Capacity Evaluation	☐	☒	☐
Section 4: Portfolio Review & Performance Record Evaluation	☐	☒	☐
Overall Application Evaluation Rating:	☐	☒	☐



Charter Creation Application Evaluation Guidance and Review Tool

**Evaluation of Applications to Start a Public Charter School in
the 2026-27 School Year**

Tennessee Department of Education | October 2024



Overview

[T.C.A. § 49-13-116](#) and [State Board of Education \(SBE\) Rule 0520-14-01-.01\(1\)](#) require the Tennessee Department of Education (department) to provide a standard application format and scoring criteria addressing the elements of the charter school application. In addition to state law and SBE rule, the SBE has adopted [Quality Charter Authorizing Standards](#) which establish how charter authorizers should approach the charter application review and evaluation process.

Evaluation Team

Charter school authorizers should assemble evaluation teams of highly competent internal and external evaluators with expertise in academics, organizational governance and management, finance, and legal matters. Evaluators should also have a thorough understanding of charter school autonomy and accountability principles. Additionally, authorizers should provide orientation and training to evaluators and capacity interviewers to ensure consistent evaluation practices and fair, unbiased treatment of all applicants.

Evaluation Ratings

This evaluation guide includes an [Application Review Tool](#) that 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.

Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet 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.	The applicant’s response meets the criteria in some respects but lacks sufficient detail and/or requires additional information in one or more areas.	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.

Approval Criteria

[SBE Policy 6.111](#) outlines Quality Charter Authorizing Standards that authorizers should adopt. Specifically, standard 2 section 4 of this policy establishes that authorizers should use rigorous decision-making criteria. Authorizers should base their recommendations for approval or denial on the written application (including narrative and attachments), independent due diligence, and, if applicable, applicant capacity interviews organized by the authorizer.

Evaluation

Reviewers must use the evaluation guidance provided in this document to evaluate each section of a sponsor's charter creation application. Evaluation ratings for each subsection should be considered collectively to determine the overall evaluation rating for the entire section.

Sections within the Application Review Tool

- [Section 1: Academic Plan and Design](#)
- [Section 2: Operational Plan and Capacity](#)
- [Section 3: Financial Plan and Capacity](#)
- [Section 4: Portfolio Review & Performance Record](#) *(if applicable)*

Overall Application Evaluation Rating

To be eligible for approval, an application must receive a "Meets or Exceeds Standard" rating for all applicable sections within the [Application Review Tool](#). Reviewers should consider the totality of evidence when determining the [Overall Application Evaluation Rating](#). Therefore, a single qualitative rating of "Does Not Meet Standard" or "Partially Meets Standard" on a subsection does not necessarily prevent an entire section from earning a "Meets or Exceeds Standard" rating overall.

Application Review Tool

Comments and supporting evidence are equally as important as the evaluation rating, and all documents, including individual reviews, may be made publicly accessible in the future.

General Information

Reviewer's Name	Deputy Chief of Schools Executive Director of School Support 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			Date Review Completed	May 29, 2025
Proposed School Name	The Rock Academy			Proposed Opening School Year	2026
Choose the Application Category and Type	☒ Category 1	☐ Category 2		☐ Initial Application	☒ Amended Application

Requirements Checklist

Reviewers must ensure that the requirements outlined in [T.C.A. §49-13-107](#) are met to confirm that an initial application is complete. The following table will help reviewers verify that all necessary components of the application have been properly addressed:

Requirements	Was the requirement met?	
	Yes	No
The application was submitted on the department's state charter application form for that application cycle.	☒	☐
The sponsor has completed all required sections of the application aligned to the category indicated by the sponsor in its letter of intent and the application contains all required attachments and signatures.	☒	☐
The application is submitted to the authorizer on or before 11:59 p.m. Central Time on February 1 of the year preceding the year in which the proposed public charter school plans to begin operation.	☒	☐
The application fee, if required by the authorizer, is submitted with the application.	☒	☐

Completeness Checklists

To verify that a sponsor has completed all required sections of the application, reviewers should review the sponsor's responses to each history and intent question within their submitted application. Reviewers should utilize the tables in this section to confirm that the application fulfills all narrative and attachment requirements.

Sponsor History and Intent Questions	Sponsor's Response to Question		Was the Question Answered Appropriately?		Reviewer's Notes/Questions/Concerns
	Yes	No	Yes	No	
Question 1: Has the sponsor or proposed charter management organization ever operated, opened, or managed a charter school?	☐	☒	☐	☐	
Question 2: Does this sponsor have any pending charter school applications currently under consideration by any authorizer in the United States?	☐	☒	☐	☐	
Question 3: Does the sponsor or proposed charter management organization currently operate a charter school?	☐	☒	☐	☐	
Question 4: Will the sponsor replicate a currently authorized charter school in Tennessee?	☐	☒	☐	☐	
Question 5: Is this sponsor submitting an application to more than one Tennessee authorizer or proposing to open more than one charter school during this application cycle?	☐	☒	☐	☐	
Question 6: Will the sponsor contract or partner with a charter management organization (CMO) to manage or operate the proposed school?	☐	☒	☐	☐	
Question 7: Is the sponsor proposing a new charter school with a change in academic focus or grade structure from an existing Tennessee charter school they operate?	☐	☒	☐	☐	
Question 8: Is the sponsor proposing an Opportunity Public Charter School?	☒	☐	☒	☐	
Question 9: If proposing an Opportunity Public Charter School, will the school provide a residential program for enrolled students pursuant to Chapter 1066 of the Public Acts of 2024?	☐	☒	☐	☐	
Question 10: Will the proposed school serve any combination of elementary grades of kindergarten through grade five (K-5)?	☐	☒	☐	☐	
Question 11: Will the proposed school serve any combination of high school grades nine through twelve (9-12)?	☒	☐	☒	☐	
Question 12: Will the sponsor convert a non-charter public school to a charter school?	☐	☒	☐	☐	

Items Required for All Sponsors

General Information	Completed?	
Cover Sheet	☒ Yes	☐ No
Sponsor History and Intent	☒ Yes	☐ No
Assurances	☒ Yes	☐ No

1.1 – Academic Plan and Design	Completed?	
Narrative	☒ Yes	☐ No

1.2 – Academic Focus and Performance Standards	Completed?	
Narrative	☒ Yes	☐ No

1.3 - Assessments	Completed?	
Narrative	☒ Yes	☐ No

1.4 – School Calendar and Schedule	Completed?	
Narrative	☒ Yes	☐ No
Attachment A	☒ Yes	☐ No
Attachment B	☒ Yes	☐ No

1.5 – Recruitment and Enrollment	Completed?	
Narrative	☒ Yes	☐ No
Table 1	☒ Yes	☐ No
Table 2	☒ Yes	☐ No
Attachment C	☒ Yes	☐ No

1.6 – Parent and Community Engagement and Support	Completed?	
Narrative	☒ Yes	☐ No
Attachment D	☒ Yes	☐ No

1.7 – School Culture and Discipline	Completed?	
Narrative	☒ Yes	☐ No
Attachment E	☒ Yes	☐ No
Attachment F (part of Attachment E)	☒ Yes	☐ No

1.8 – Special Populations	Completed?	
Narrative	☒ Yes	☐ No

2.1 – Governance	Completed?	
Narrative	☒ Yes	☐ No
Table 4	☒ Yes	☐ No
Attachment G	☒ Yes	☐ No
Attachment H	☒ Yes	☐ No
Attachment I	☒ Yes	☐ No
Attachment J	☒ Yes	☐ No
Attachment K	☒ Yes	☐ No
Attachment L	☒ Yes	☐ No
Attachment M	☒ Yes	☐ No

2.2 – Facilities	Completed?	
Narrative	☒ Yes	☐ No

2.3 – Start Up Plan	Completed?	
Narrative	☒ Yes	☐ No

2.4 – Personnel / Human Capital	Completed?	
Narrative	☒ Yes	☐ No
Attachment N	☒ Yes	☐ No
Attachment O	☒ Yes	☐ No
Attachment P	☒ Yes	☐ No
Table 5	☒ Yes	☐ No

2.5 – Professional Development	Completed?	
Narrative	☒ Yes	☐ No

2.6 – Transportation	Completed?	
Narrative	☒ Yes	☐ No

2.7 – Additional Operations	Completed?	
Narrative	☒ Yes	☐ No
Attachment Q	☒ Yes	☐ No

3.1 – Operating Budget	Completed?	
Attachment W	☒ Yes	☐ No

3.2 – Operating Budget Narrative	Completed?	
Narrative	☒ Yes	☐ No
Attachment X	☒ Yes	☐ No

Additional Requirements for Sponsors That Answered “Yes” to Specific Sponsor History and Intent Questions

Answered “Yes” to Question 1	Section Complete?		
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment S	☐ Yes	☐ No	☒ N/A
4.1 – School Portfolio Summary			
Attachment Z	☐ Yes	☐ No	☒ N/A
4.2 – Academic Performance Record			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment Z	☐ Yes	☐ No	☒ N/A
4.3 – Fiscal and Operational Performance Record			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment AA	☐ Yes	☐ No	☒ N/A
Attachment BB	☐ Yes	☐ No	☒ N/A
Attachment CC	☐ Yes	☐ No	☒ N/A
Attachment DD	☐ Yes	☐ No	☒ N/A
Attachment EE	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 3	Section Complete?		
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.10 - Network Governance			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
2.11 - Network Management and Personnel			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment T	☐ Yes	☐ No	☒ N/A
Attachment U	☐ Yes	☐ No	☒ N/A
Table 6	☐ Yes	☐ No	☒ N/A
Table 7	☐ Yes	☐ No	☒ N/A
Table 8	☐ Yes	☐ No	☒ N/A
Table 9	☐ Yes	☐ No	☒ N/A
3.3 – Network Financial Plan			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment Y	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 4	Section Complete?		
2.12 – School Replication			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment V	☐ Yes	☐ No	☒ N/A
Answered “Yes” to Question 5			
2.9 – Network Vision, Growth Plan & Capacity			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 6	Section Complete?		
2.8 - Charter Management Organization			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
Attachment R	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 7	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 8	Section Complete?		
1.2 – Academic Focus and Performance Standards			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
1.5 - Recruitment and Enrollment			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A
Supplementary Table 3	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 9	Section Complete?		
2.2 – Facilities			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 10	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A
1.3 – Assessments			
Supplementary Narrative	☐ Yes	☐ No	☒ N/A

Answered “Yes” to Question 11	Section Complete?		
1.2 - Academic Focus and Performance Standards			
Supplementary Narrative	☒ Yes	☐ No	☐ N/A

Answered “Yes” to Question 12	Section Complete?		
1.9 – Conversion Charter School Planning			
Narrative	☐ Yes	☐ No	☒ N/A

Section 1: Academic Plan and Design Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1.1 - School Mission and Goals	☐	☒	☐
Section 1.2 - Academic Focus and Performance Standards	☐	☒	☐
Section 1.3 - Assessments	☐	☒	☐
Section 1.4 - School Calendar and Schedule	☐	☒	☐
Section 1.5 - Recruitment and Enrollment	☐	☒	☐
Section 1.6 - Parent and Community Engagement and Support	☐	☒	☐
Section 1.7 - School Culture and Discipline	☐	☒	☐
Section 1.8 - Special Populations	☐	☒	☐
Section 1.9 - Conversion Charter School Planning	☐	☐	☐
Section Evaluation Rating: Section 1 – Academic Plan and Design	☐	☒	☐

Section 1: Academic Plan and Design Review Notes

Section Strengths

The mission statement provides specific and measurable goals aligned with the target student population's educational needs and the authorizer's accountability framework and state success metrics. The curriculum is tailored to the targeted student population, aligning with Tennessee Academic Standards. The applicant demonstrates their approach to instructional planning and includes strategies to identify and address potential gaps in the curriculum. The application includes an enrollment and recruitment matrix plan with outcomes and monthly goals. Students will work at their own pace with special educators and ESL instructors supporting them based on their needs. The staffing plan includes a full-time Special Education teacher and an increase in the number of English Learner teachers from one to two, with one added in year two and another in year four.

Concerns/Questions

The application reveals several critical gaps in alignment, planning, and support for the intended at-risk student population. Recruitment strategies are typical of traditional charter schools and lack a targeted approach for at-risk students. The Mastery-Based Learning model, heavily reliant on asynchronous instruction, may not meet the needs of at-risk students without consistent teacher support. Key innovations, such as a late start schedule, are not fully addressed in terms of their impact on students with jobs or extracurricular commitments. Academic support plans remain vague, and diploma pathways are not clearly aligned with IEP processes, particularly the omission of the Alternate Academic Diploma (AAD). Assessment planning for English Learners and students with disabilities is insufficient. The daily schedule lacks clarity regarding instructional time requirements. The application also depends on waivers for state-required courses without assurance of allowability of approval. There is limited detail on CTE partnerships and experiential learning. The educational model lacks key information on how it differs from existing MNPS non-traditional programs. Parental interest and engagement data are minimal, with unclear survey methods and insufficient interest to meet the projected enrollment targets. Staffing plans, especially for special education, are inadequate given the

projected IEP population. The SEL and discipline plans lack depth of implementation strategies. Finally, the applicant does not adequately address the strategy for identifying or supporting gifted students.

Subsection 1.1 - School Mission and Goals

Indicators of a Strong Response

Items Relevant to All Sponsors

- The mission statement provides a clear, measurable description of what the school will achieve. It aligns with the educational needs of the target student population and outlines specific outcomes.
- The goals reflect alignment with state accountability systems and the authorizer's performance framework. They define specific, measurable outcomes related to the school's academic, organizational, and financial success.
- The response outlines a process for setting, monitoring, and revising goals based on evidence-based evaluations. It demonstrates how school leadership evaluates progress and adjusts strategies to achieve set targets.
- Innovations or unique features described within this section align with the school's mission and directly address the needs of the target student population.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The mission statement presents clearly defined, measurable goals that align with the educational needs of the target student population and reflect the authorizer's model performance accountability framework.	pp. 19-20
The academic goals are specific and measurable, supporting accountability and success metrics.	pp. 19-20

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

There is a notable disconnect between the stated student population and the recruitment and enrollment strategies, which mirror those of a traditional charter school rather than reflecting a targeted approach for the intended demographic.	pp. 26-28
While the school presents itself as an alternative program for at-risk students, it is not clear how it will align to district policies regarding student expulsion or acknowledge the full spectrum of alternative programs currently available.	pp. 26-28
The proposed Mastery-Based Learning model, which relies heavily on asynchronous video instruction, does not effectively support the diverse needs of at-risk students achieving grade level standards, particularly in the absence of consistent, direct teacher-led instruction.	pp. 26-28
The amended application does not address the proposed innovations such as a late start schedule and how they inadvertently create challenges for high school students who participate in extracurricular activities, hold jobs, or have other time-sensitive responsibilities.	pp. 26-28

Subsection 1.2 - Academic Focus and Performance Standards

Indicators of a Strong Response
Items Relevant to All Sponsors
The response clearly defines the school's academic focus, highlighting how it aligns with the school's mission and goals.
The response provides a comprehensive academic plan that integrates the school's mission and goals. It includes the educational philosophy, instructional methods, and teaching approaches that support academic achievement and align with Tennessee's academic standards.
The response presents data and research supporting the academic plan's effectiveness for the target population. It details strategies for closing achievement gaps and addresses underperformance.
The response outlines a well-suited curriculum for the targeted student population, ensuring alignment with Tennessee Academic Standards. It identifies potential gaps within the proposed curriculum and provides solutions for addressing them.
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 7
The response identifies specific changes to the academic plan or grade structure from the existing school's original application, explains the rationale for each modification, and details any additional resources needed. If there are no changes, the response clearly states "N/A."
Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 8
The response details a structured, evidence-based literacy program with targeted interventions and regular progress monitoring for students enrolled in an Opportunity Public Charter School.
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 10
The response outlines a plan for tutoring, remediation, and summer school that is aligned with T.C.A. § 49-6-3115, the plan ensures that all eligible students receive required support.
The response describes how the school integrates foundational literacy instruction per T.C.A. § 49-1-905, using evidence-based practices and approved materials.
Items Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent Question 11
The response details how the school will meet Tennessee graduation requirements, including credit earning, GPA calculation, and transcript information. It describes elective offerings and any additional requirements that enhance college or career readiness. It identifies all types of diplomas offered.
The response outlines targeted interventions and support systems to help at-risk students stay on track for graduation.
The response describes the school's plan for offering EPSO and WBL opportunities, including funding sources and physical locations.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☒ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The response presents a curriculum tailored to the targeted student population, ensuring alignment with the Tennessee Academic Standards.	pp. 40-41
The applicant demonstrates the approach to instructional planning and includes strategies to identify and address potential gaps in the curriculum.	pp. 40-41
Concerns / Questions	
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	

The amended application still does not adequately address how at-risk students will receive additional academic support beyond the flexible assignment of instructional modules, which may not be sufficient to meet their needs.	Pp. 46-47
The applicant amends the application to clarify that other diploma offerings will be made soon after enrolling, but this raises significant concerns, as diploma pathways, particularly the Occupational Diploma (OD) and Alternate Academic Diploma (AAD) must be determined through the IEP team process which includes input from a psychologist and other qualified specialists.	p. 54
The absence of the AAD as an explicitly stated option is exclusionary and may limit access for students who require this pathway.	p. 54

Subsection 1.3 - Assessments

Indicators of a Strong Response

Items Relevant to All Sponsors

The response provides a detailed explanation of the formative and/or summative assessments the school will utilize to assess individual student academic needs and sub-group progress. These assessments are clearly aligned with the school's academic plan and state standards. The response specifies the frequency and cadence of these assessments and identifies the faculty and staff responsible for administering them.

The response outlines a clear plan for collecting and analyzing academic data throughout the year. It explains how the data will be used to ensure students make academic progress and how the analysis will inform ongoing professional development for faculty and staff.

The response provides a detailed description of the training and support school leadership and teachers will receive to analyze, interpret, and utilize performance data effectively to improve instruction and drive student achievement.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 10**

The response clearly identifies the universal reading screener selected from the approved list of nationally normed screeners, in accordance with T.C.A. § 49-1-905, and demonstrates alignment with foundational literacy requirements.

Subsection Evaluation Rating

☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
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Subsection Strengths

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The amended application did not have any additional noted strengths for this subsection.	N/A

Concerns / Questions

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The amended application only provides a statement that the applicant "will ensure	Cover Sheet, pp.

completion of all required state testing training and the administration of all mandated state tests” which does not demonstrate an understanding of the need for an assessment plan that addresses the testing needs of English Learner (EL) students or students with disabilities (SWD) to ensure compliance.	56-57
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Subsection 1.4 – School Calendar and Schedule

Indicators of a Strong Response

Items Relevant to All Sponsors

The school's annual academic calendar (Attachment A) and student daily schedules (Attachment B) meet Tennessee's minimum statutory requirements of 200 days, with at least 180 days of classroom instruction, and align with T.C.A. § 49-6-3004 and SBE Rule 0520-01-02-.31

The response explains why the proposed academic calendar and daily schedule will optimize student learning. It includes the number of instructional hours/minutes for core subjects (language arts, mathematics, science, social studies) and shows how time for tiered interventions, enrichment, tutoring, and other academic activities is integrated into the schedule.

The response provides details on any proposed extra-curricular or co-curricular activities, including their start date, frequency, and funding sources.

The proposal for additional academic programs such as Saturday school, summer school, remediation, or acceleration programs is reasonable, and the response includes the duration, hours per week, student identification methods, mandatory participation requirements (if applicable), and the resources and staffing needed for these programs.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application only provides a statement that the applicant “will work with the authorizer during the approval process to ensure our calendar complies with requirements” but does not have any additional details about the daily schedule to demonstrate an understanding of the instructional time requirements for stockpiled days.

Cover Sheet, pp. 59-62

The amended application still relies on the applicant receiving a waiver for some state-required courses which may not be approved.

Cover Sheet, Attachment B

There is still insufficient information around CTE partners, student CTE pathway courses, and experiential learning opportunities inside and outside of the school day to determine if the applicant has a cohesive staffing, transportation, and programming plan for the targeted student population.

Cover Page, pp. 61-62

Subsection 1.5 – Recruitment and Enrollment

Indicators of a Strong Response

Items Relevant to All Sponsors

The response describes 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.

The response provides completed templates for the Enrollment Summary (Table 1) and Anticipated Demographics (Table 2). It describes the data, factors, and methodology used to determine initial enrollment projections, ensuring alignment with the operating budget template.

The response includes the proposed school's Enrollment Policy (Attachment C) which includes the following: tentative application period dates, enrollment deadlines, non-discriminatory admission policies, articulation agreements, and policies for waitlists, withdrawals, re-enrollment, and transfers.

The response explains how the school will receive and process enrollment applications and outlines the school's plan to conduct an enrollment lottery if applications exceed capacity. It ensures compliance with T.C.A. § 49-13-113, T.C.A. § 49-13-106, and SBE Rule 0520-14-01-.04.

The response describes the plan to recruit students in the year prior to opening. It identifies the staff position responsible for overseeing recruitment, along with marketing strategies, community organizations, activities, events, responsible parties, and timelines that will drive student recruitment.

The response details student recruitment after the school has opened and explains how ongoing recruitment efforts will differ from pre-opening strategies.

The response describes how the school will ensure equal opportunity for all students to attend, with specific outreach plans for economically disadvantaged families, academically low-achieving students, students with disabilities, English learners, and other students at risk of academic failure.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 1**

The response identifies key differences between student recruitment and enrollment practices of the proposed school and other charter schools operated by the sponsor.

The response notes similarities and differences between the target community of the proposed school and those served by other charter schools operated by the sponsor.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 8**

The response provides a detailed plan to ensure that at-risk students constitute at least 75 percent of the enrolled student population. It includes clear methods for verifying students' at-risk status upon enrollment.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application includes additional information related to an enrollment and recruitment matrix plan with outcomes and incremental goals.

Pp. 79-83

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended applicant only provides a comparison to Simon Youth Foundations and did

Cover

not clearly demonstrate how the proposed educational offerings will differ significantly from other non-traditional options currently provided by MNPS.	Sheet, pp. 69-75
The plan focuses on general recruitment rather than targeting at-risk students, which is the intended focus of Opportunity Schools.	pp. 79-83

Subsection 1.6 – Parent and Community Engagement and Support

Indicators of a Strong Response
Items Relevant to All Sponsors
The response provides clear evidence of community feedback and parental interest in the proposed school. It explains how feedback was collected, validates its relevance, and demonstrates how the feedback shaped the application.
The response includes sufficient statements of support from community members, parents, and local organizations, indicating strong commitment and likely success in meeting enrollment goals. These statements go beyond generic statements, showing measurable support such as enrollment intent or financial backing.
The response outlines a sound plan for engaging parents and community members, both prior to the school's opening and throughout its operation. It details strategies to generate buy-in and maintain strong partnerships with the community.
The response provides a well-defined plan for partnerships with community organizations, businesses, or educational institutions. It specifies the nature and scope of each partnership and how these collaborations will enrich student learning opportunities.
The response outlines a clear plan for informing and educating parents about school policies, including any commitments or volunteer opportunities for parents.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application does not have any additional noted strengths for this subsection.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application includes limited new information regarding parental interest. Aside from a few additional charts with unverifiable data, no meaningful updates are made to demonstrate valid feedback from the community and parents.		pp. 89-91
One of the charts presented is contradictory, as it contains two “yes” sections, making interpretation unclear.		pp. 89-91
Only 137 families were surveyed, and the method of their selection is not disclosed, raising concerns about potential sampling bias.		pp. 89-91
The amended applicant states parent interest surveys indicate interest from 83 students, which falls short of the Year 1 enrollment target of 88.		pp. 89-91

Subsection 1.7 – School Culture and Discipline

Indicators of a Strong Response

Items Relevant to All Sponsors

- The response outlines a clear vision for the school culture or ethos, which promotes a positive academic environment aligned with the school's mission, goals, and objectives. The culture reflects high academic expectations and robust student support.
- The response provides a coherent plan for creating, implementing, and sustaining the intended school culture for all students, teachers, administrators, and parents, beginning on the first day of school. It also includes a plan for integrating mid-year enrollees.
- The response explains how the school culture will embrace special populations such as students with disabilities, English Learners, and those at risk of academic failure or dropping out.
- The Student Handbook (Attachment E) includes comprehensive and legally sound policies for students and families.
- The response includes a student discipline policy (Attachment F) and/or philosophy for student discipline that outlines both penalties for infractions and incentives for positive behavior. The response provides effective procedures to maintain a safe and orderly school climate, and clearly respects student rights, particularly for students with disabilities.
- The response includes definitions of offenses leading to suspension or expulsion, outlines due process procedures, explains protections for students with disabilities, and identifies the staff position responsible for enforcing discipline policies, along with a plan for informing students and parents.
- The response details goals for student attendance and presents a plan for collaborating with families and the community to address and reduce chronic absenteeism.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

While the vision for fostering a positive academic environment is stated, the application does not provide sufficient details regarding staffing or implementation.

Cover Sheet, p. 99, Attachment E

The professional learning plan for social-emotional learning (SEL) and academic integration lacks depth and does not present a comprehensive approach, especially since the applicant is relying heavily on this plan to mitigate the need to implement discipline policies.

Cover Sheet, pp. 165-166

Although the applicant outlines a design intended to engage teachers, students, and families in building and sustaining school culture, the plan lacks concrete implementation strategies and mechanisms for progress monitoring.

Cover Sheet, pp. 98-99

While the student handbook references the MNPS discipline matrix and includes legally sound policies, many of the policies are not comprehensive enough to demonstrate how

Cover Sheet,

the school will effectively meet the unique needs of its targeted student population.

Attachment
E

Subsection 1.8 – Special Populations

Indicators of a Strong Response

Items Relevant to All Sponsors

The response clearly outlines the leadership team's experience supporting students with disabilities, English learners (EL), at-risk students, and intellectually gifted students, and provides a detailed staffing plan to meet these students' needs.
The response describes a clear process for identifying students with disabilities and offers a continuum of services that ensure access to general education and support academic success, with integration of these services into the daily schedule.
The response provides a clear plan for monitoring and evaluating the progress of students with disabilities and aligns the plan with the authorizer's evaluation and monitoring systems.
The response explains how the school will determine the appropriate diploma type for students with disabilities and ensures that students are not precluded from earning a traditional high school diploma.
The response describes the process for identifying English learners in compliance with SBE Rule 0520-01-19-.03 and outlines a staffing plan that ensures the school maintains appropriate ratios of ESL-licensed staff to students.
The response details a plan to provide supports for EL students as outlined in their ILPs, integrating those supports into the daily schedule, and explains how the school will monitor and evaluate EL students' progress toward program completion.
The response explains the process for identifying at-risk students using academic and behavioral data and provides a plan to monitor academic progress and implement programs and strategies to meet their needs.
The response provides a clear plan for identifying intellectually gifted students and explains how the school will use research-based instructional programs to meet their academic needs, including a system for monitoring their progress and success.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.	
The staffing plan has been revised to include the addition of a full-time Special Education teacher (Interventionist) and an increase in the number of English Learner (EL) teachers from one to two, with one added in year two and another in year four.	p. 103
The amended application addresses previous concerns about the recruitment of teachers who are dual certified in Early Education (EE) and Emotional Disturbance (ED), helping to ensure that student needs are met through more specialized support.	p. 102
The plan clarifies the EL service delivery models to align with current state guidelines and includes components for Individualized Learning Plan (ILP) management, reflecting a more structured and compliant approach to serving EL students.	pp. 110-111

Concerns / Questions

Reference	
The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.	
The current plan states that students with disabilities can earn a traditional diploma, an occupational diploma, or a special education diploma; however, it lacks clear descriptions of each diploma type, including eligibility criteria, course requirements, and intended post-secondary outcomes.	p. 54, p. 107
The Alternate Academic Diploma (AAD) is not included as an available pathway, which is a significant omission.	p. 54, p. 107

The process for determining diploma type is inaccurately described as a decision made after enrollment, rather than through the IEP team process involving specialized professionals.	p. 54, p. 107
The plan does not provide a strategy for identifying or supporting gifted students, stating instead that they do not expect to serve multiple gifted students even though the targeted population of at-risk students can also qualify as gifted and need those support services.	Cover Sheet, p. 117
The staffing plan is still inadequate to ensure adequate special education personnel are available to support the diverse needs of the student population.	p. 103
With 29% of students projected to be served under IEPs, the number of special education teachers insufficient to meet this demand, potentially impacting service quality, IEP compliance, and the delivery of targeted interventions.	p. 103

Subsection 1.9 – Conversion Charter School Planning

Indicators of a Strong Response
Item Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 12
The response demonstrates the sponsor’s strong prior experience in turning around or converting underperforming schools, including documented student outcomes and challenges faced. If lacking prior experience, the sponsor provides a clear rationale and evidence of its capacity to successfully transform a struggling school.
The response outlines a detailed plan for engaging the local neighborhood, community, and student population prior to the school’s conversion.
The response provides specific strategies for transforming the existing school culture while respecting its history and community role. The plan outlines how decisions will be made on which aspects of the current culture to retain, modify, or add, while establishing a new identity.
The response clearly describes how the school will share physical space, resources, and services with the existing school in a phase-in approach. It includes essential elements for successful co-location and outlines strategies to minimize disruption in case of an accelerated transition by the LEA.
The response provides a realistic transition plan for a full school take-over, including a detailed communication strategy with existing staff. It identifies the additional teaching and non-teaching personnel required to ensure student success from the first year of the conversion.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		

Section 2: Operations Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
2.1 – Governance	☐	☒	☐
2.2 – Facilities	☐	☒	☐
2.3 – Start-Up Plan	☐	☒	☐
2.4 – Personnel / Human Capital	☒	☐	☐
2.5 – Professional Development	☐	☒	☐
2.6 – Transportation	☐	☒	☐
2.7 – Additional Operations	☐	☒	☐
2.8 – Charter Management Organizations	☐	☐	☐
2.9 – Network Vision, Growth Plan & Capacity	☐	☐	☐
2.10 – Network Governance	☐	☐	☐
2.11 – Network Management and Personnel	☐	☐	☐
2.12 – School Replication	☐	☐	☐
Section Evaluation Rating: Section 2 – Operations Plans and Capacity	☐	☒	☐

Section 2: Operations Plan and Capacity Review Notes

Section Strengths

The amended application includes additional details about the facilities plan, student recruitment as well as securing a facility. Additional details are provided about teacher compensation and the plan for addressing unsatisfactory leadership and teacher underperformance.

Concerns/Questions

The amended application provides limited information about board training given the unique model of the proposed charter school. The application does not adequately address concerns about the lack of dedicated space for Career and Technical Education (CTE) and Physical Education (PE), nor does it provide sufficient detail on the shared use of space between the PE area and cafeteria. While some budgeting and build-out context is included, the examples are insufficient to determine if they are adequate, especially related to the proposed zip code of 37214. The leadership team lacks experience in educational real estate, which is demonstrated through the timeline for permitting within the amended application. The examples provided of recently successful school openings are too vague to verify feasibility. The application acknowledges that delayed openings are legally allowable but does not address the risk of delays, especially for an at-risk student population. There is no clear contingency plan for under-enrollment of at-risk students. The response includes general training on Individualized Learning Plans (ILPs) and communication with English Learner (EL) families but lacks detail. It does not meet expectations for training on Tennessee English Language Development (ELD) standards, ESL instructional methods, collaborative ILP development, or ELD-aligned content instruction. The plan to use two buses in Year 1 appears inadequate for district-wide enrollment. Concerns are heightened by a late start time and peak-hour traffic, especially for dismissal. The plan does not account for students needing special transportation accommodations. The application lacks

detail on the types of technology available to teachers and students, making it difficult to assess alignment with the learning model and budget. It still does not include a comprehensive safety and security plan for students, staff, guests, and property.

Subsection 2.1 – Governance

Indicators of a Strong Response
Items Relevant to All Sponsors
The proposed governance structure and board composition ensure active representation of key stakeholders and effective oversight of the school's educational, operational, and financial performance.
The response demonstrates that the proposed board members bring a diverse range of expertise, including educational, financial, legal, and community knowledge, necessary to oversee a successful charter school.
The response includes a clear plan for initial and ongoing board training in compliance with T.C.A. § 49-13-111(o), ensuring all training is approved by the State Board of Education. Plans for board member recruitment and addressing attrition are well-detailed.
The response outlines a transparent, fair process for hearing and resolving complaints brought to the board, ensuring accountability.
The governance documents (Attachments G-M) are complete and align with state laws and district policies, including Articles of Incorporation, tax-exempt status, by-laws, Code of Conduct, Conflict of Interest Policy, board member resumes, and board policies regarding meetings and open records.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☒ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application does not have any additional noted strengths for this subsection.		N/A
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
There is limited additional information provided about board training to meet State Board of Education compliance, and what is included offers little clarity regarding the scope, duration, or qualifications of the instructors.		Cover Sheet, p. 125
Given the unique nature of the proposed school, more robust training for board members, particularly in areas such as data analysis and monitoring school progress, is not provided.		Cover Sheet, p. 125
The amended application does not outline how the board would engage in reflective practices or quarterly reviews to capture lessons learned as they work to establish a new Opportunity School in Nashville.		Cover Sheet, p. 125

Subsection 2.2 – Facilities

Indicators of a Strong Response

Items Relevant to All Sponsors

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.

The response outlines the school leadership team's experience in facility acquisition, management, and renovation. It identifies key members responsible for managing the facility acquisition process.

The response outlines a sound plan and timeline for identifying, securing, and ensuring compliance with all regulatory and safety requirements, including ADA compliance, health and safety regulations, and city planning reviews. The plan includes all associated costs in the operating budget.

The response addresses compliance with county and municipal building codes, including storm shelter requirements. It presents a realistic timeline for facility selection, renovation, inspections, and occupation.

The response lists properties considered for the school or describes steps taken to confirm suitable facilities if no property has been identified.

Item Relevant for Sponsors Who Answered "Yes" to Sponsor History and Intent **Question 9**

The response includes a detailed plan for the construction, development, or purchase of residential facilities. It provides copies of all required permits, certificates, and other relevant documentation to support this process.

The response provides a detailed plan for ensuring the health and safety of students in residential facilities, including safety protocols, staffing for supervision, and emergency response plans.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application includes additional details about the facilities plan with 3 properties with zip codes, available square footage, budget projections, and potential for a permanent location.

p. 134

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The applicant does not adequately address concerns regarding the lack of dedicated space for Career and Technical Education (CTE) and Physical Education (PE), nor do they provide sufficient additional details to issues related to the shared use of space between the PE area and the cafeteria.

Cover Sheet, pp. 129-130

While the revised application includes some context about budgeting and build-out methodology, the examples provided are vague and lack sufficient detail to assess their relevance or feasibility, especially in the identified zip code of 37214.

p. 134

The applicant does not respond to the initial concerns about the leadership team's lack of experience in educational real estate or the absence of designated time for permitting.

Cover Sheet, pp. 130-132

Although examples of recent school openings within the proposed budget are offered,

Cover

they are not detailed enough to verify their viability.	Sheet, pp. 129-130
The amended application only states that delayed openings are legally allowable and continues to fail to address concerns about the potential delays in opening given the targeted at-risk population.	Cover Sheet, pp. 132-133

Subsection 2.3 – Start-up Plan

Indicators of a Strong Response

Items Relevant to All Sponsors

The response provides a detailed timeline outlining the specific tasks the school's governing body and leadership must complete to ensure the school opens on time. It includes key areas such as staffing, student recruitment, and facility changes, with deadlines and milestones for each task. The individuals responsible for each task are identified, along with their compensation amounts. The response ensures that revenues and expenditures for "Year 0" are appropriate and align with the Operating Budget Template in section 3.1.

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.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application adds details around student recruitment by the addition of an Enrollment and Recruitment Matrix Plan which includes the type of events, description of events, expected outcomes, and incremental goals.

pp. 79-83

The amended application includes 3 unidentified properties with the zip codes, available square footage, budget projections and potential as a permanent location.

p. 134

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The applicant does not adequately address the previously raised questions regarding contingency plans in the event that enrollment falls below projected targets for at risk students.

p. 134

Subsection 2.4 – Personnel / Human Capital

Indicators of a Strong Response
Items Relevant to All Sponsors
The organizational charts (Attachments N and O) clearly delineate the roles and reporting structure of the board, staff, related bodies (such as advisory councils), and any external organizations involved in managing the school.
The response outlines a thorough recruitment and hiring strategy with clear timelines, selection criteria, and procedures designed to secure a highly qualified school leader and key staff. Identified leaders demonstrate the necessary qualifications and experience for their roles.
The individual responsible for academic programming has a proven track record of driving student achievement, supported by relevant student achievement data (Attachment P).
Recruitment and hiring practices ensure the leadership team and staff reflect the diversity of the student body and community. All staff will meet licensure and endorsement requirements as per state regulations, with a designated staff member overseeing compliance.
The response details compensation packages, benefits, and incentive structures that are competitive with local district salaries, designed to attract and retain high-performing teachers.
The response provides a comprehensive plan for supporting, developing, and annually evaluating school leadership and staff using a state-approved evaluation model in compliance with SBE rules.
The response includes a clear plan for addressing unsatisfactory leadership or teacher performance, including termination procedures and strategies for managing turnover.
Staffing projections are robust and aligned with the educational program, ensuring adequate staffing for the school's success.

Subsection Evaluation Rating		
☒ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.		
The amended application clarifies additional details about teacher compensation, and the plan for addressing unsatisfactory leadership and teacher underperformance.		Cover Sheet, Attachment X
Concerns / Questions		
Reference The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.		
The amended application does not have any additional noted concerns for this subsection.		N/A

Subsection 2.5 – Professional Development

Indicators of a Strong Response

Items Relevant to All Sponsors

The response details the number of days and hours set aside for professional development and explains how the school's calendar, daily schedule, and staffing structure fully support this plan. It also specifies how time for collaborative planning will be utilized.

The response describes the core components of the professional development plan, showing how they will enable effective implementation of the academic plan. It includes specific training on IEPs, ILPs, discipline for students with disabilities, and communication with EL families.

The response offers a thorough overview of the professional development scheduled before and during the first year of operation. It also explains how school leadership will determine ongoing professional development needs.

The response outlines a clear process for ensuring that mid-year hires receive orientation training that aligns with the charter school's academic plan.

The response presents a professional development plan for school leadership, ensuring access to the necessary knowledge and skills for effective management and leadership.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The response includes training on Individualized Learning Plans (ILPs) and mentions communication with English Learner (EL) families but is still lacking in detail on specific trainings since the minimum training is expected to cover the Tennessee English Language Development (ELD) standards; appropriate ESL instructional methods aligned with grade-level academic content in English language arts, mathematics, science, and social studies; English language acquisition training for general education teachers; strategies for collaboration among educators serving EL students to ensure ILPs are developed and implemented collectively; and the requirements for ILP development and implementation.

Cover Sheet, pp. 163-166

Subsection 2.6 - Transportation

Indicators of a Strong Response

Items Relevant to All Sponsors

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.

The response includes a plan for transporting students with special needs as required by their IEPs, ensuring compliance with federal regulations (34 CFR §300.34(c)) and ensuring students receive a free and appropriate public education (FAPE).

The response presents a sound plan for selecting a transportation vendor or providing transportation services directly. It identifies the individual(s) responsible for daily oversight of transportation operations.

The response demonstrates familiarity with and outlines a plan for ensuring compliance with all relevant state and federal transportation regulations, including T.C.A. § 49-6-2101 – 2119 and SBE Rule 0520-01-05.

If the school will not provide daily transportation services, the response describes how students will access the school and details strategies to address any transportation barriers to ensure equity and access for all students.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application indicates that the applicant intends to use two buses during the first year of operation but given the plan to enroll students from across the district, it is unlikely that two buses will be sufficient to transport all students while maintaining state-mandated maximum ride times.

Cover Sheet, p. 169

The inadequate transportation plan is heightened by the proposed late start time, which would place both arrival and dismissal during peak traffic hours, particularly dismissal, which would occur during the height of the evening rush hour traffic.

Cover Sheet, p. 169

The transportation plan does not account for students who may require special transportation accommodation, further calling into question the adequacy of the proposed transportation strategy.

Cover Sheet, p. 169

Subsection 2.7 – Additional Operations

Indicators of a Strong Response

Items Relevant to All Sponsors

Insurance: The response outlines a plan to secure comprehensive insurance coverage, including workers' compensation, liability, surety bonds, and sexual abuse coverage, with confirmation from an insurance provider (Attachment Q). It also ensures notification of cancellation to the Tennessee Department of Education and includes additional liability coverage if the school will have athletics.

Food Service Plan: The response provides a clear plan for offering food service to all students, ensuring compliance with district, state, and federal guidelines, addresses the needs of low-income students for equitable access to nutritious meals, and outlines the selection of a food service vendor or in-house meal provision.

Technology: The response provides a detailed plan for the technology needed to meet academic and operational needs, ensures student access to technology for state-mandated assessments with infrastructure and costs outlined in the budget, and includes a robust plan for managing and protecting student data in compliance with privacy regulations.

School Health: The response outlines a clear plan for compliance with the Coordinated School Health Program, including hiring or contracting a registered nurse and identifying the individual responsible for supervising the nurse and ensuring compliance with health regulations.

Safety Plan: The response provides a comprehensive plan for ensuring the safety and security of students, staff, guests, and property, identifies the individual responsible for overseeing school safety operations, and includes a clear process and timeline for creating the school's emergency operations plan to ensure crisis preparedness.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The amended application does not provide additional details about the types of technology the teachers and students will use to know if it will be adequate for the learning model and budget.

Cover Sheet, pp. 172-174

The amended application still does not provide the required plan for ensuring the safety and security of students, staff, guests, and property.

Cover Sheet, pp. 176-177

Subsection 2.8 – Charter Management Organization

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 6
The response details the name of the CMO, if known, and provides evidence of its educational and management success, along with a clear rationale and selection process for choosing the CMO.
The response outlines the division of roles and responsibilities between the board and the CMO, discloses any existing or potential conflicts of interest, and provides a viable plan for managing these conflicts.
If available, the CMO agreement (Attachment R) includes key terms such as roles and responsibilities, services provided, performance evaluation measures, compensation, financial controls, and conditions for renewal or termination.
The response explains how the CMO’s performance will be measured, including deliverables and benchmarks, and outlines conditions for renewing or terminating the CMO agreement.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 2.9 – Network Vision, Growth Plan & Capacity

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Questions 3 or 5**

The response provides a detailed five-year growth plan that includes proposed years of opening, number and types of schools, pending applications, targeted markets, criteria for selecting them, and projected enrollments. It explains how Tennessee fits into the overall growth plan, if applicable.

The response presents strong evidence of the organization’s capacity to open and operate high-quality schools in Tennessee and elsewhere. It includes specific timelines for building or deploying capacity to support new schools.

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.

The response identifies anticipated challenges and risks over the next five years and provides a realistic plan to mitigate them and achieve the organization’s outcomes.

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent **Question 1**

The response includes the network’s most recent annual report (Attachment 5) to demonstrate transparency and accountability.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

Concerns / Questions

Reference

Subsection 2.10 – Network Governance

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 3

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.

The response outlines the size and composition of the governing board, ensuring it actively represents key stakeholders, including local/Tennessee representation, and includes a plan for meeting the statutory requirement of having a parent from one of the Tennessee schools on the board or an advisory council at each school.

The response clearly defines the roles and responsibilities of the board, identifying the key skills, areas of expertise, and constituencies represented.

The response includes a robust plan for evaluating the academic and operational success of each school and the school leader, ensuring the board can effectively oversee the school's progress.

If an existing board will govern the proposed schools, the response includes by-laws and an organizational chart, outlining any necessary changes to support the expansion plan. If a new board is formed, the response details its creation, responsibilities, and relationship with the existing board.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

Concerns / Questions

Reference

Subsection 2.11 – Network Management and Personnel

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 3
The response identifies the network’s leadership team, detailing their specific roles and responsibilities.
The response includes organizational charts for Year 1 and Year 5 (Attachments T and U) that clearly delineate roles and reporting structures between the governing board, school leadership, staff, advisory bodies, and any external organizations, such as a CMO, if applicable.
The response outlines any shared or centralized services provided by the network to schools in Tennessee, including costs, allocation methods, and specific service goals. It explains how the school will measure the successful delivery of these services.
The response clearly allocates decision-making responsibilities between the school and network using Table 6, detailing how key functions will be handled at each level.

Subsection Evaluation Rating		
☐ Meets or Exceeds Standard	☐ Partially Meets Standard	☐ Does Not Meet Standard
Subsection Strengths		
Reference		
Concerns / Questions		
Reference		

Subsection 2.12 – School Replication

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 4
The response provides a clear written statement affirming compliance with all eligibility requirements for replication, including adherence to local, state, and federal laws, good standing with the charter agreement, operating for at least two years, and no material change in focus or grade structure.
The response includes the original application (Attachment V) of the school being replicated, ensuring that it contains all sections and addresses all questions in the current creation template.
The response demonstrates the sponsor’s capacity to open and operate high-quality schools in Tennessee, providing a detailed plan for resource allocation and timelines for supporting multiple schools.
If applicable, the response explains past replication efforts, lessons learned, and how challenges were addressed, along with a risk management plan for anticipated challenges in the next five years.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Section 3: Financial Plan and Capacity Evaluation

<i>Subsections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
3.1 – Operating Budget	☐	☒	☐
3.2 – Operating Budget Narrative	☐	☒	☐
3.3 – Network Financial Plan	☐	☐	☐
Section Evaluation Rating: Section 3 – Financial Plan and Capacity	☐	☒	☐

Section 3: Financial Plan and Capacity Review Notes

Section Strengths

The amended application does not have any additional noted strengths for this section summary.

Sections Concerns/Questions

The Rock Academy does not present a clear and actionable long-term facilities plan. Although the amended application references an experienced facilities team and some support for tenant improvements and consulting, these efforts focus solely on the initial site set-up. It lacks a detailed funding strategy, timeline, and set of milestones to show how the school secures and transitions to a permanent facility after Year 5.

Subsection 3.1 – Operating Budget

Indicators of a Strong Response

Items Relevant to All Sponsors

The operating budget (Attachment W) 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.

The response explicitly details major assumptions, including student enrollment, anticipated funding sources, compensation, and key expenditures.

The response includes a clear breakdown of relevant expenses, covering categories such as personal services, employee benefits, contracted services, supplies and materials, other charges, debt service, and capital outlay.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application did not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The Rock Academy still lacks a clear and actionable plan for securing a permanent facility after Year 5, when they are expected to leave the incubation site.

Cover Sheet,
Attachment
X

There is no detailed funding strategy, timeline, or set of milestones to demonstrate how the school will transition to a long-term facility.

Cover Sheet,
Attachment
X

The revised budget in Attachment W raises significant financial concerns since the budget shows increased expenses leading to a projected deficit of approximately \$418,000 in Year 1 and \$96,000 in Year 2, without any adjustments to revenue assumptions.

Cover Sheet,
Attachment
X

The financial outlook remains weak, with negative ending balances in the first two years, a limited positive balance of less than \$100,000 in Year 3, and a downward trend by Year 5.

Cover Sheet,
Attachment
X

The applicant does not provide a breakdown of relevant CTE equipment expenses, stating that CTE pathway courses will be offered through dual enrollment and will not require school-level equipment.

Cover Sheet,
Attachment
X

A clear breakdown is not provided regarding funding for CTE programming, including transportation to and from offsite locations.

Cover Sheet,
Attachment
X

While the application references an experienced facilities team and some support for tenant improvements and consulting, these efforts appear focused solely on the initial site setup.

Cover Sheet,
Attachment
X

Subsection 3.2 – Operating Budget Narrative

Indicators of a Strong Response

Items Relevant to All Sponsors

The response explains how the operating budget fully supports the school's model and academic plan. It specifies the minimum student enrollment needed for sustainable operation and details how this minimum affects the budget.

The response outlines all revenue assumptions, explaining the methodology for each. If the budget includes grants, fundraising, or philanthropic revenue, it provides details on how these funds were calculated, whether they are awarded or estimated, and offers a contingency plan if the funds are not realized. The response also lists donations of private funding, including those from foreign or domestic entities where applicable. Additionally, the response specifies amounts and sources of funds from banks, corporations, foundations, grants, and others, noting which funds are secured and which are anticipated, with evidence of firm commitments where applicable.

The response explains the methodology used to determine anticipated expenditures as outlined in Section 3.1. It also addresses how high-needs students with disabilities may impact the operating budget and outlines a plan to meet these needs without compromising financial stability.

The response describes the systems, processes, and policies for managing accounting, purchasing, payroll, and audits, including policies for financial controls. It also details how the school will conduct an independent annual audit and comply with federal and state accounting/reporting requirements. The response outlines the financial roles and responsibilities of the school's administration and governing board.

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.

The response outlines contingency plans to meet financial needs if anticipated revenues are lower than expected. It includes a detailed cash flow contingency plan in case revenue projections are not met or expenditures exceed expectations, with explanations of financing sources, including loans or alternative funding sources.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection strengths under the characteristic you are addressing.

The amended application does not have any additional noted strengths for this subsection.

N/A

Concerns / Questions

Reference

The Indicators of a Strong Response (see above) have been added to the reference section. Please add your feedback, including page numbers, about the subsection concerns/questions under the characteristic you are addressing.

The revised budget in Attachment W shows increased expenses, resulting in a projected deficit of approximately \$418,000 in Year 1 and \$96,000 in Year 2, without any adjustments to revenue assumptions.

Cover Sheet, Attachments W and X

The financial outlook remains concerning, with a negative ending balance in the first two years, a limited positive balance of less than \$100,000 in Year 3, and a downward trend by Year 5.

Cover Sheet, Attachments W and X

The applicant still does not provide a breakdown of relevant CTE equipment expenses, stating that CTE pathway courses would be offered through dual enrollment and therefore not require school-level equipment.

Cover Sheet, Attachments W and X

Questions remain unanswered regarding funding for CTE programming, including

Cover Sheet,

transportation to and from offsite locations.	Attachments W and X
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Subsection 3.3 – Network Financial Plan

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 3
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.
The response presents a clear plan for reaching the organization’s fundraising goals over the next five years, including a development plan with staffing needs.
The response provides a detailed network budget/plan (Attachment Y) that aligns with school-level budgets. The budget includes realistic revenue assumptions from all funding sources (state, local, federal, grants, philanthropy) and anticipated expenditures.
The response outlines all anticipated costs related to back-office services, facilities, employee compensation (including the portion allocated to the proposed school), management fees (if applicable), and other network expenditures.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Section 4: Portfolio Review & Performance Record Evaluation

Subsections	Meets or Exceeds Standard	Partially Meets Standard	Does Not Meet Standard
4.1 – School Portfolio Summary	☐	☐	☐
4.2 – Academic Performance Record	☐	☐	☐
4.3 – Fiscal and Operational Performance Record	☐	☐	☐
Section Evaluation Rating: Section 4 – Portfolio Review & Performance Record	☐	☐	☐

Section 4: Performance Review & Performance Record Review Notes

Sections Strengths: Not Applicable

Section Questions/Concerns: Not Applicable

Subsection 4.1 – School Portfolio Summary

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1
The response includes a complete list of all schools currently or previously operated or managed by the sponsor, governing body, network, and/or charter management organization, with accurate information for each status (actively operating, pre-opening, pending authorization, withdrawals, voluntary or involuntary closures).
For each listed school, the response provides essential details including school name, status, operating years, address, grades served, total enrollment, and state or federal designations over the last five years.
The response includes relevant data on graduation rates for the prior year, student group percentages, and any other required performance metrics.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard ☐ Does Not Meet Standard
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 4.2 – Academic Performance Record

Indicators of a Strong Response
Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Question 1
The response provides clear evidence showing the sponsor’s or charter management organization's success in improving student academic achievement and growth. It includes five years of data for ELA, Math, Algebra I/II, Geometry, Integrated Math I/II/III, and English I/II, with a breakdown by student groups (All Students, Black/Hispanic/Native American, Economically Disadvantaged, English Learners, Students with Disabilities, and Super Subgroup).
The response includes nationally normed internal assessment data for grades not covered by state assessments, disaggregated by student group, and covering the past five years.
The response details the successes and challenges faced by the sponsor’s or charter management organization's schools, clearly identifying specific academic performance issues and successes.
The response selects one or more high-performing schools and provides specific academic outcomes and causes for success. It describes how successful practices or strategies were implemented in other schools within the network.
The response selects one or more underperforming schools and explains the causes of underperformance. It outlines strategies, interventions, and support systems in place to correct these issues, with specific goals and benchmarks for improvement.

Subsection Evaluation Rating	
☐ Meets or Exceeds Standard	☐ Partially Meets Standard
☐ Does Not Meet Standard	
Subsection Strengths	
Reference	
Concerns / Questions	
Reference	

Subsection 4.3 – Fiscal and Operational Performance Record

Indicators of a Strong Response

Items Relevant for Sponsors Who Answered “Yes” to Sponsor History and Intent Questions 1

The response includes official performance and/or evaluation reports, renewal/interim reports, and annual reports for the last two years (Attachments AA, BB, and CC). These documents demonstrate strong and favorable authorizer evaluations for each school operated by the sponsor and/or contracted charter management organization.

The response provides a clear list of any terminated contracts with charter schools, detailing the reasons for termination, especially in cases of material breach, and shows transparency in addressing any past contract issues.

The response details any instances of charter revocations, non-renewals, shortened/conditional renewals, or withdrawals/non-openings of schools. It explains the causes of these actions and demonstrates the sponsor’s capacity to address and resolve deficiencies or compliance violations.

The response identifies any current or past litigation, including arbitration proceedings, involving the network, governing body, charter management organization, sponsor, or any charter schools. It includes all necessary documents (Attachment DD) and demonstrates the organization’s ability to navigate legal challenges effectively.

The response provides two years of audited financial statements and the most recent internal financial statements for each school operated by the sponsor and/or charter management organization (Attachment EE). These documents show sound fiscal management and compliance with accounting standards.

Subsection Evaluation Rating



Meets or Exceeds Standard



Partially Meets Standard



Does Not Meet Standard

Subsection Strengths

Reference

Concerns / Questions

Reference

Overall Application Evaluation

<i>Sections</i>	<i>Meets or Exceeds Standard</i>	<i>Partially Meets Standard</i>	<i>Does Not Meet Standard</i>
Section 1: Academic Plan and Design Evaluation	☐	☒	☐
Section 2: Operations Plan and Capacity Evaluation	☐	☒	☐
Section 3: Financial Plan and Capacity Evaluation	☐	☒	☐
Section 4: Portfolio Review & Performance Record Evaluation	☐	☐	☐
Overall Application Evaluation Rating:	☐	☒	☐