



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – July 23, 2024 – 5:00 p.m.

Rachael Anne Elrod, 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. Minnie Nickens, H.G. Hill Middle School, NFHS Student-Athlete Award of Excellence
- B. MNPS Accreditation by Cognia

III. DIRECTOR'S REPORT

- A. TCAP Update

IV. 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.

V. GOVERNANCE ISSUES

A. Actions

1. Consent

- a. Minutes – 06.25.2024 – Regular Meeting
- b. Awarding of Purchases and Contracts
 - 1. 11400, Inc.
 - 2. ACT Education Corporation
 - 3. Digital Theatre US, LLC
 - 4. Four Seasons, Inc.
 - 5. Friendly Arctic Printing & Design, LLC
 - 6. Genesis Roofing Company
 - 7. Herff Jones, LLC
 - 8. IPROMOTEU.com, Inc. dba Brandaways, LLC
 - 9. McCloskey Mechanical Contractors, Inc.
 - 10. Mid-South Bus Center, Inc.
 - 11. Mill Creek Brands, LLC
 - 12. Nations Ministry Center
 - 13. Obadiah Holdings dba Advantage Screen Printing

Metropolitan Board of Public Education

Agenda

July 23, 2024

14. Proforma Albrecht
 15. Something Inked, LLC
 16. Southern Heating & Cooling, Inc.
 17. Southern Trophy House, Inc.
 18. The Barr Group, Inc.
 19. Tri Creative Group, LLC
 20. TriStar Mechanical, LLC
 21. Turnitin, LLC
 22. Youth Opportunity Investments
 23. Zearn
- c. Board Policies: 1.901 Charter Schools, 4.201 Basic Program, 4.213 Family Life Education, 4.214 Use of Artificial Intelligence Programs, 4.301 Interscholastic Athletics 4.403 Reconsideration of Instructional Materials, Textbooks, and Library Materials, 4.406 Use of Internet, 4.600 Grading System, 4.603 Promotion and Retention, 5.607 Non-School Employment, 6.318 Admission of Suspended or Expelled Students, Code of Conduct
 - d. Textbook Approval
 - e. Legal Settlement L-17253 (\$50,000)

2. Charter Schools Amended Applications

VI. BOARD REPORTS

VII. ANNOUNCEMENTS

VIII. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as of July 20, 2024

ADJOURNMENT

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

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

June 25, 2024

Members Present: Rachael Anne Elrod, Chair, Freda Player, Vice-chair, Erin O'Hara Block, Cheryl Mayes, Berthena Nabaa-McKinney, TK Fayne), Abigail Tylor, Emily Masters

Student Members Present: Sharon Gentry

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

CONVENE AND ACTION

- A. Call to Order – Rachael Anne Elrod called the meeting to order.
- B. Pledge of Allegiance - Led by Caroline Clay.
- C. Adoption of Agenda

Motion to adopt the agenda as listed.

By Freda Player, seconded Berthena Nabaa-McKinney

Vote: 8-0 – unanimous

DIRECTOR'S REPORT

- A. Dr. Battle gave a State of Schools Update.

PUBLIC PARTICIPATION

- A. Paige Cobble – Addressed the Board concerning Exceptional Education.

GOVERNANCE ISSUES

- a. **Minutes – 06.11.2024 – Regular Meeting**
- b. **Awarding of Purchases and Contracts**
 - 1. **Advanced Mechanical Contractors, Inc.**
 - 2. **Allied Instructional Services, LLC**
 - 3. **Amergis Healthcare Staffing, Inc.**
 - 4. **Austin Peay State University**
 - 5. **Conexión Américas**
 - 6. **Covert Results, LLC**
 - 7. **Demand Mechanical, LLC dba Demand Mechanical**
 - 8. **Family & Children's Service (2 contracts)**
 - 9. **McCloskey Mechanical Contractors, Inc.**

- 10. Metropolitan Nashville Education Association (MNEA)**
 - 11. Mid-South Bus Center, Inc.**
 - 12. REA Service, LLC**
 - 13. Riverside Assessments, LLC dba Riverside Insights**
 - 14. S.M. Lawrence Company, Inc.**
 - 15. Southern Heating & Cooling, Inc.**
 - 16. Spot Coolers**
 - 17. STARS Nashville (2 contracts)**
 - 18. System Integrations, Inc.**
 - 19. The Radon Guy, Inc. dba The Radon Guys**
 - 20. TriStar Mechanical, LLC**
 - 21. Vanderbilt University**
- c. Consolidated Funding Application**
 - d. Student Handbook**
 - e. FY 24-25 Operating Budget**
 - f. Memorandum of Understanding with MNEA**
 - g. Board Policies: 1.501 Visitors to the Schools, 1.800 School Calendar, 2.403 Surplus Property Sales, 2.806 Bids and Quotations, 3.202 Emergency Preparedness Plan, 3.205 Security, 3.400 Student Transportation Management, 5.307 Physical Assault Leave, 5.701 Substitute Teachers, 5.802 Qualifications and Duties of the Director of Schools, 6.203 School Admissions, 6.300 Code of Conduct, 6.309 Zero Tolerance Offenses, 6.318 Admission of Suspended or Expelled Students.**

The agenda was adopted by unanimous consent.

BOARD REPORTS

- A. Emily Masters – Gave a brief Governance Committee update.**
- B. Freda Player – Gave a brief Budget Committee Report.**

ANNOUNCEMENTS

- A. Cheryl Mayes – Announced that Back to School Supply Drive drop off locations will be open for schools in the Southeast Cluster from July 22-27. She also announced that the Annual PENCIL Back to School Breakfast will be held August 22nd.**
- B. Freda Player – Thanks David Proffit – Director of Construction for his service to MNPS and wished him a happy retirement.**

C. Rachael Anne Elrod – Announced that the Board will only hold one meeting in July on July 23rd.

Ms. Elrod adjourned the meeting at 6:20 p.m.



Chris M. Henson
Board Secretary

Rachael Anne Elrod
Board Chair

Date

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(1) VENDOR: 11400, Inc.

SERVICE/GOODS (SOW): For the provision of kitchen smallwares including measuring cups, gloves, knives, mixing bowls, pans, storage containers, insulated carriers, etc.

SOURCING METHOD: ITB 376371

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: Nutrition Services Staff

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$775,000.

Total compensation is based on an estimated yearly amount of \$155,000.

OVERSIGHT: Nutrition Services

EVALUATION: Based on the quality of the products in meeting the requested specifications and timeliness of delivery.

MBPE CONTRACT NUMBER: 7591662

SOURCE OF FUNDS: Nutrition Services Fund

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: ACT Education Corporation

SERVICE/GOODS (SOW): For the provision of PreACT tests for MNPS students and ACT Instructional Mastery training/certification professional development sessions for MNPS staff.

SOURCING METHOD: Sole Source

TERM: July 24, 2024 through June 30, 2029

FOR WHOM: MNPS Students and Staff

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

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

Total compensation is based on an estimated yearly amount of \$250,000.

OVERSIGHT: College & Career Readiness

EVALUATION: Based on student preparation and ACT test performance.

MBPE CONTRACT NUMBER: 7582860

SOURCE OF FUNDS: Various Operating Budget and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: Digital Theatre US, LLC

SERVICE/GOODS (SOW): Amendment #1 extends the contract term and increases the contract value. The contract is for a subscription to Digital Theatre Plus. The subscription provides online access for high school theatre and advanced middle school programs to Digital Theatre Plus and Broadway HD resources, including over 500 theatrical productions and 14,500 pages of text resources to support theatre education and allow for virtual experiential learning.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through August 9, 2027

FOR WHOM: MNPS Students and Staff

COMPENSATION: This amendment increases the contract value by \$50,000.

Total compensation for this contract is not to exceed \$101,619.

OVERSIGHT: Visual & Performing Arts

EVALUATION: Based on the quality of the subscription content and the customer support offered.

MBPE CONTRACT NUMBER: 7538752

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Four Seasons, Inc.

SERVICE/GOODS (SOW): For the provision of water loop system flushing services for all MNPS facilities.

SOURCING METHOD: RFP 373377

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Section 1.2 of the contract.

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

Total compensation is based on an estimated yearly amount of \$200,000.

OVERSIGHT: Facilities

EVALUATION: Based on the cleanliness of the water loop and timeliness in providing the services.

MBPE CONTRACT NUMBER: 7591609

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Friendly Arctic Printing & Design, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$250,000.

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

Total compensation is based on an estimated yearly amount of \$100,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564757

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Genesis Roofing Company

SERVICE/GOODS (SOW): For the provision of roof replacement at West End Middle School.

SOURCING METHOD: ITB 375387

TERM: July 24, 2024 through Project Completion

FOR WHOM: West End Middle School

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$1,359,600.

Total compensation is based on the project bid amount of \$1,359,600.

OVERSIGHT: Facilities

EVALUATION: Based on the quality of the work, adherence to the requested scope of work, and timeliness of completion.

MBPE CONTRACT NUMBER: 7591552

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: Herff Jones, LLC

SERVICE/GOODS (SOW): For the provision of diploma covers with the appropriate seals.

SOURCING METHOD: RFP 370480

TERM: January 29, 2025 through January 28, 2030

FOR WHOM: MNPS Student Graduates

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$102,000.

Total compensation is based on an estimated yearly amount of \$20,400.

OVERSIGHT: School Counseling

EVALUATION: Based on the quality of the product and timeliness in receiving the product.

MBPE CONTRACT NUMBER: 7591197

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: IPROMOTEU.com, Inc. dba Brandaways, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,250,000.

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

Total compensation is based on an estimated yearly amount of \$300,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564756

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(9) VENDOR: McCloskey Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): For the provision of water loop system flushing services for all MNPS facilities.

SOURCING METHOD: RFP 373377

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Section 1.2 of the Contract.

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

Total compensation is based on an estimated yearly amount of \$200,000

OVERSIGHT: Facilities

EVALUATION: Based on the cleanliness of the water loop and timeliness in providing the services.

MBPE CONTRACT NUMBER: 7591640

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(10) VENDOR: Mid-South Bus Center, Inc.

SERVICE/GOODS (SOW): For the provision of fifteen (15) electric buses through the Clean School Bus Program (CSBP) Rebate Program. MNPS is responsible only for the cost that exceeds the rebate amount. As part of this program, MNPS will also scrap fifteen older buses once the new buses are received.

SOURCING METHOD: Grant/Negotiated Services

TERM: July 24, 2024 through Project Completion

FOR WHOM: MNPS Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

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

OVERSIGHT: Transportation

EVALUATION: Based on the timeliness of the buses provided.

MBPE CONTRACT NUMBER: 7591880

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(11) VENDOR: Mill Creek Brands, LLC

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,750,000.

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

Total compensation is based on an estimated yearly amount of \$500,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564748

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(12) VENDOR: Nations Ministry Center

SERVICE/GOODS (SOW): For the provision of supplemental family engagement programming for English Learners (ELs) and their families across Davidson County.

SOURCING METHOD: RFP 365330

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: MNPS Families and Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$300,000.

Total compensation is based on an estimated yearly amount of \$60,000.

OVERSIGHT: Office of English Learners

EVALUATION: Based on increased EL family engagement and use of resources as well as parent feedback gathered during the programs and surveys.

MBPE CONTRACT NUMBER:7591330

SOURCE OF FUNDS: Federal Funds – Title III

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(13) VENDOR: Obadiah Holdings dba Advantage Screen Printing

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,750,000.

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

Total compensation is based on an estimated yearly amount of \$400,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7581070

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(14) VENDOR: Proforma Albrecht

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,250,000.

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

Total compensation is based on an estimated yearly amount of \$300,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564753

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(15) VENDOR: Something Inked, LLC

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$750,000.

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

Total compensation is based on an estimated yearly amount of \$200,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564750

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(16) VENDOR: Southern Heating & Cooling, Inc.

SERVICE/GOODS (SOW): For the provision of water loop system flushing services for all MNPS facilities.

SOURCING METHOD: RFP 373377

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Section 1.2 of the Contract.

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

Total compensation is based on an estimated yearly amount of \$200,000

OVERSIGHT: Facilities

EVALUATION: Based on the cleanliness of the water loop and timeliness in providing the services.

MBPE CONTRACT NUMBER: 7591610

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(17) VENDOR: Southern Trophy House, Inc.

SERVICE/GOODS (SOW): Amendment #1 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$750,000.

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

Total compensation is based on an estimated yearly amount of \$200,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564751

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(18) VENDOR: The Barr Group, Inc.

SERVICE/GOODS (SOW): Amendment #3 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,250,000.

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

Total compensation is based on an estimated yearly amount of \$400,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564752

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(19) VENDOR: Tri Creative Group, LLC

SERVICE/GOODS (SOW): Amendment #2 increases the contract value. The contractor provides customized apparel and various other promotional items to any MNPS school or department on an as-needed basis.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: July 24, 2024 through July 25, 2028

FOR WHOM: All MNPS Schools and Departments

COMPENSATION: This amendment increases the contract value by \$1,750,000.

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

Total compensation is based on an estimated yearly amount of \$500,000.

OVERSIGHT: Procurement

EVALUATION: Based on the responsiveness in providing quotes and customer service to the requesting MNPS school or department and the quality of the custom designs and products.

MBPE CONTRACT NUMBER: 7564749

SOURCE OF FUNDS: Various Operating and Federal Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(20) VENDOR: TriStar Mechanical, LLC

SERVICE/GOODS (SOW): For the provision of water loop system flushing services for all MNPS facilities.

SOURCING METHOD: RFP 373377

TERM: July 24, 2024 through July 23, 2029

FOR WHOM: MNPS Facilities

COMPENSATION: Contractor will be compensated in accordance with Section 1.2 of the Contract.

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

Total compensation is based on an estimated yearly amount of \$200,000

OVERSIGHT: Facilities

EVALUATION: Based on the cleanliness of the water loop and timeliness in providing the services.

MBPE CONTRACT NUMBER: 7591608

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(21) VENDOR: Turnitin, LLC

SERVICE/GOODS (SOW): For the provision of a plagiarism checker application that integrates with the MNPS learning management system, Schoology.

SOURCING METHOD: RFP 370421

TERM: September 1, 2024 through August 31, 2029

FOR WHOM: MNPS Students

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$575,000.

Total compensation is based on an estimated yearly amount of \$115,000.

OVERSIGHT: Digital Strategy & Implementation

EVALUATION: Based on the quality of the product, support offered, and the usage rates at the 6-12 grade level.

MBPE CONTRACT NUMBER: 7590761

SOURCE OF FUNDS: Operating Budget

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(22) VENDOR: Youth Opportunity Investments

SERVICE/GOODS (SOW): For the provision of providing supplemental tutoring services, instructional materials, equipment, professional development, activities, and/or transitional services/vocational services to help serve students at the Harpeth Primary Assessment Center.

SOURCING METHOD: State Pass-Through

TERM: July 24, 2024 through June 30, 2029

FOR WHOM: Students at the Harpeth Primary Assessment Center

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

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

Total compensation is based on an estimated yearly amount of \$19,497.

OVERSIGHT: Federal Programs

EVALUATION: Based on student's grades, test scores, and graduation rates.

MBPE CONTRACT NUMBER: 7590750

SOURCE OF FUNDS: Federal Funds – Title I

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(23) VENDOR: Zearn

SERVICE/GOODS (SOW): For schoolwide account provisions for a digital learning platform across 101 elementary and middle schools engaged in the Accelerating Scholars program. Additionally, it covers three district-wide professional development days dedicated to training tutors, tutor leads, and other essential staff members.

SOURCING METHOD: Sole Source

TERM: July 24, 2024 through June 30, 2025

FOR WHOM: Students in the Accelerating Scholars Program

COMPENSATION: Contractor will be compensated in accordance with Exhibit A.

Total compensation for this contract is not to exceed \$262,100.

Total compensation is based on an estimated yearly amount of \$262,100.

OVERSIGHT: Strategic Investments

EVALUATION: Based on students meeting or exceeding their individual academic growth projections for FastBridge, aMath, and TN Ready.

MBPE CONTRACT NUMBER: 7591462

SOURCE OF FUNDS: Federal Funds – ESSER 3

Policy 1.901 Charter School Oversight

This amendment allows the director of schools to approve waivers for charter schools creating a more streamlined process for board and district operations.

Policy 4.201 - Class Size Ratios

Public Chapter 712 modifies class size requirements to allow greater flexibility in Career and Technical Education class sizes for grades 6-8.

Policy 4.213 - Family Life Curriculum

Several changes to state law impact instruction on family life curriculum. Public Chapter 571 requires that information on internet crimes against children be incorporated in this instruction and that the name of the instructor(s) on the topics of **child sex abuse, human trafficking, and internet crimes** be reported to the Department of Children's Services. Separately, Public Chapter 795 requires that family life curriculum that covers human growth, human development, or human sexuality, include a video of fetal development. Finally, Public Chapter 970 prohibits instruction on topics related to sexual activity for students in grades K-5.

Policy 4.214 - Use of Artificial Intelligence Programs

Public Chapter 550 requires all Boards to adopt a policy on the use of artificial intelligence for instructional and assignment purposes. This proposed policy includes additional guidance as well as language related to monitoring and appropriate usage.

Policy 4.301 - Interscholastic Athletics

Per a new state law, Public Chapter 639, home school students will be able to participate in interscholastic athletics in schools that are not members with TSSAA or TMSAA. Essentially, this will allow home school student participation in all sports.

Policy 4.403 - Library Materials

Public Chapter 782 revises the "Age Appropriate Materials Act of 2022". These changes to state law establish standards for immediate removal of material if it contains content defined in TCA 39-17-901 (i.e., nudity, sexual excitement, sexual conduct, excess violence, sadomasochistic abuse, material that is patently offensive or appeals to the prurient interest). Additionally, the statute requires that if the Board does not take action on feedback within sixty days, the student, parent/guardian, or employee who submitted the feedback may appeal to the State Textbook and Instructional Materials Quality Commission to evaluate the material.

Policy 4.406 Use of Internet

Amendments to this policy incorporate language related to artificial intelligence and generative artificial intelligence.

Policy 4.600 - Grading System

A recent change to State Board of Education regulations revises the percentage points for Dual Enrollment courses from 4% to 5% for the purpose of calculating semester average grades beginning in the 2024-2025 school year.

Policy 4.603 - Promotion and Retention

Two new state laws make further changes to promotion and retention. Public Chapter 829 allows parents/guardians to voluntarily retain their students in grades K-2 if the student has a documented academic or behavior delay and the parent/guardian believes retention may benefit the student.

Additionally, Public Chapter 989 creates a new promotion pathway to the 5th grade for students facing possible retention in the 4th grade. Under the new law, when certain students do not meet adequate growth on the ELA portion of the 4th grade TCAP test, a committee including the student's parent/guardian, ELA teacher, and principal will convene to determine whether the student will be promoted or retained. Each category of participants in the committee may make a recommendation to promote or retain the student. For example, if two parents attend the committee meeting, they still only get to contribute 1 of the 3 total recommendations. If at least 2 of the 3 committee members agree that the student is ready for the 5th grade, then that student may be promoted, provided they participate in mandatory tutoring for the entirety of their 5th grade year.

Policy 5.607 Non-School Employment

Amendments to this policy clarify that both professional and support employees are prohibited from using district technology, assets, and resources for employment outside of the school or district.

Policy 6.318 Admission of Suspended or Expelled Students

While state law already requires parents/guardians to provide information to the school district if their student has been adjudicated delinquent for certain offenses, Public Chapter 721 clarifies that principals may specifically request this information from parents/guardians.

Code of Conduct

Board policy 6.300 and recently enacted state law requires that the board approve, and schools post, a Code of Conduct for Visitors. This code have been developed in collaboration with the district's legal team.

Metropolitan Nashville Board of Education

Monitoring:

Review: Annually, in August

Descriptor Term:

Charter School Oversight

Descriptor Code:

1.901

Issued Date:

01/24/23

Rescinds:

1.901

Issued:

12/12/17

All MNPS authorized charter schools shall comply with the requirements of applicable federal law, Tenn. Code. Ann. Title 49, Chapter 13, the rules of the Tennessee State Board of Education, the rules of the Tennessee Public Charter School Commission, MNPS Board of Education Policy 1.900-1.901, and the MNPS Charter School Authorization Handbook.

The MNPS director of schools or designee shall:

1. Allow charter agreements to be recommended for revocation if fiscal jeopardy to MNPS is likely or if there is failure by the charter school to make consistent progress towards the charter school's stated objectives.
2. Ensure existing charter schools operate in a manner that does not jeopardize the learning or wellbeing of their students.
3. Require charter schools to submit annual performance reports, participate in annual on-site visits conducted by the MNPS Charter Office, and participate in annual end-of-the-year review meetings with the MNPS Charter Office, in addition to an interim review in the fifth year of the charter agreement that measures, among other factors, the progress of the charter school towards achieving the goals outlined in its charter agreement.
4. Require charter schools to submit the annual financial report school required by Tenn. Code Ann. § 49-13-111, 120 and 127 for analysis and require each charter school to post such report to its website within 30 days of submission to the comptroller of treasury.
5. Ensure the governing body of an approved public charter school makes a written report to the board of education annually by September 1. This reporting requirement shall begin in the year after the year in which the public charter school begins operation. This annual report shall include: a report on the progress of the school in achieving its goals, objectives, pupil performance standards, content standards, and all other terms of the charter agreement; and a financial statement disclosing the financial health of the school including the costs of the administration, instruction, and other spending categories of the school.
6. Annually provide the board of education with student achievement data from each charter school.
7. Ensure compliance with the charter agreement.

8. Take action to correct sub-standard performance of a charter school and/or charter school non-compliance and provide documentation of such action to: the charter school administration and/or governing board, as outlined in the MNPS Authorization Handbook, and as requested or as required, to the board of education.
9. Make all reasonable efforts to finalize charter agreements before the end of the current fiscal year.
10. Assure, in any new or renewed charter agreements, that the MNPS Payroll Department is not used to provide payroll services for the charter school, except as required by law.
11. Ensure the following is published on the charter school's website: the charter school's original application, charter agreement, any charter agreement amendments, a full list of the charter school's governing board members and officers with work affiliation and contact information, minutes of charter school governing board meetings, the charter school's policies, and charter school staff member names and contact information.
12. Review a charter school's contract(s) to ensure compliance with Tenn. Code. Ann. §§12-4-101 and 12-4-102, if requested by the board of education due to concerns regarding conflicts of interest of as outlined in Tenn. Code. Ann. §§12-4-101 and 12-4-102.
13. Ensure that complaints about charter schools are handled in accordance with each school's charter agreement and in accordance with applicable state and federal law.
14. Require that governance of charter schools is consistent with local, state, and federal law.
15. Ensure all charter schools that include high schools (grades 9-12) are regionally accredited. It is expected that the candidate school status for accreditation will be received during the first year of the charter school operation.
16. Ensure charter schools approved by the board of education implement their charter application as submitted and approved.
17. Ensure that MNPS is not required to provide services (e.g., transportation, nutrition, or waste management services) to charter schools that are not requested during the application process or specified in the charter agreement, except for those services that are required under state or federal law.
18. Ensure new charter schools, conversion schools, and all renewals of charter agreements are approved for ten-year periods. However, following the fifth year of a charter school's initial period of operation or the fifth year of any renewal of a charter school agreement, MNPS shall conduct an interim review of the charter school according to the guidelines developed by the Tennessee Department of Education.

19. Review, approve, and annually report to the board waivers granted in accordance with the MNPS Charter Schools Authorization Handbook.

ANNENBERG STANDARD

The MNPS board of education adopts the following Annenberg standards and the MNPS director of schools or designee shall ensure compliance with these standards.

1. *Traditional schools and charter schools should work together to ensure a coordinated approach that serves all children.*

The director or designee shall develop and regularly update a citywide multiyear school plan that includes projected demographic changes, criteria for new school openings or closings, and equitable geographic distribution of schools and students to ensure that all students have access to schools in their communities and a range of specialized programs. The development and reevaluation of this unified school plan shall be subject to robust public input to ensure equity and transparency across the district.

Charter schools shall report on their websites and in enrollment materials the full range of academic, enrichment, and extracurricular offerings that they provide.

2. *School governance should be representative and transparent.*

Each charter school's original application and charter agreement shall be made available online on the charter school's website.

Members of charter school governing boards are required to file full financial disclosure reports and identify any potential conflicts of interest, relationships with management companies, or other business dealings with the charter school, its management company, or other charter schools. These documents shall be available online through the charter school's website.

Governing bodies of charter schools shall hold all meetings within MNPS, subject to the exceptions of Tenn. Code Ann. § 49-13-111(h). All meetings are to be open to the public and publicized in advance in accordance with applicable state law.

Charter schools shall post on their website minutes from school governing board meetings, the school's policies, information about staff, instructional strategies, curriculum, school rules and behavior codes, school budgets, and information about management companies or other large contracts.

Charter schools shall comply with applicable state laws regarding freedom of information, public records, and public meetings.

Complete contracts for management services are required to be electronically posted on the charter school's websites within thirty days of approval of the charter amendment application. The posting shall include detailed information about the services to be provided by the management company and all financial commitments and compensation, as well as all fees and bonuses to be provided to the management company.

The director or designee shall require full public financial disclosure by all charter schools of their expenditures and net revenues related to the operation of each school they serve. Charter schools are prohibited from allowing anyone with a financial relationship to a management organization or the staff of any authorizing agency from serving on the governing board of any charter school.

3. *Charter schools shall ensure equal access to interested students and prohibit practices that discourage enrollment or disproportionately push enrolled students out of the school.*

Charter schools are prohibited from utilizing enrollment and registration procedures that directly or indirectly exclude or discourage certain students from enrolling at the school. Certain schools, such as academic magnets and performing arts schools, shall be exempted.

All new charter applications are required to include detailed plans for the school's enrollment and registration procedures to ensure that they will not result in unlawful selectivity. Enrollment forms and requirements are to be posted on the charter schools' websites in the district's major languages.

The director or designee shall monitor charter school enrollment and retention practices through uniform and consistent data requirements to ensure that charter schools are enrolling a proportionate share of students across subgroups.

Parents wishing to challenge or appeal enrollment, classification (e.g., special education), or withdrawal decisions by a charter school may notify the MNPS Charter Office, which has the authority to take remedial actions that are compliant with state or federal law and/or the charter agreement.

The director or designee shall establish a cross-sector student identification system that allows the district to track student mobility during the course of the school year.

The director or designee shall require public documentation and reporting of student attrition throughout the school year, including date, reason, and disposition (i.e., where the student ends up). This shall include all disciplinary actions, including both in- and out-of-school suspensions and referrals to law enforcement, and "voluntary" and "involuntary" exits. It shall be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status, disability status, and English proficiency status.

Before any student withdraws from a charter school, the parent or guardian (or a non-minor student), and charter school personnel shall sign a document stating that the student is

1 withdrawing voluntarily and that charter school personnel have not prohibited, discouraged, or
2 attempted to discourage the student from continued enrollment in the charter school.

3
4 Per pupil funding, provided to charter schools based on their enrollment, shall be adjusted
5 throughout the school year, pursuant to state law or regulations, to accommodate changes in
6 enrollment due to mobility.
7

8 4. *Charter school discipline policies shall be fair and transparent.*

9 The director or designee shall ensure that all charter school discipline policies and practices are
10 promulgated and implemented to avoid discriminatory and/or disproportionate punishments of
11 students based on race, gender, or other characteristics and are consistent with state and federal
12 school discipline laws and guidance.
13

14 Every charter school shall make its school discipline policy publicly available on the school's
15 website, so that parents can thoroughly review the policy before enrolling their child. All charter
16 discipline policies should include explicit provisions regarding due process for students,
17 including the right to a hearing before long-term removal, suspension, expulsion, disciplinary or
18 safety transfers, or alternative school placements, as well as parental appeals and notification
19 rights.
20

21 All charter schools are required to report to MNPS annually on all disciplinary actions and
22 withdrawals from the school, including the reason for the student's departure, suspension, or
23 other action and the statement that documentation of due process rights was available. These data
24 shall be disaggregated by race/ethnicity, gender, age, grade level, free/reduced meal status,
25 disability status, and English proficiency status.
26

27 The director or designee shall establish standards, not inconsistent with federal or state law, for
28 disciplinary codes, expressly identifying and defining inappropriate strategies and barring their
29 use.
30

31 5. *All students deserve equitable and adequate school facilities. Traditional schools and charter*
32 *schools should work together to ensure that facilities arrangements do not disadvantage students*
33 *in either sector.*
34

35 For non-ASD schools, the director or designee shall require that parents, educators, and
36 community members from both traditional public schools and charter schools be consulted and
37 engaged in any decision to co-locate a charter school within an existing public school facility.
38

39 The director or designee shall establish strong guidelines for co-location, including the criteria
40 on available space for administrative and educational functions and equitable arrangements for
41 access to the building's gym, cafeteria, and other common spaces.
42

43 The director or designee shall require yearly impact reports from co-located facilities, providing
44 administrators, educators, school staff, students, and parents from both schools the opportunity
45 to reflect on how the co-location is working and what challenges have arisen, so these challenges
46 can be addressed.

The director or designee shall require annual, detailed reports of capital improvements in co-located charter schools to be posted online.

6. *Strong monitoring and oversight of charter schools are critical to protect the public interest.*

The director or designee shall establish policies and procedures to adequately monitor all charter schools.

The director or designee shall annually conduct on-site visits to charter schools. MNPS/Director shall provide intensive support and intervention, if necessary, to improve school management.

The director or designee shall ensure that the annual financial report required by Tenn. Code Ann. § 49-13-111, 120 and 127 is posted to each charter school's website within 30 days of submission to the comptroller of treasury.

The director or designee shall require the MNPS Charter School Office to submit an annual authorizer fee report as required by Tenn. Code Ann. § 49-13-128(f).

Cross References

Charter School Applications 1.900

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Basic Program	Descriptor Code: 4.201	Issued Date: 0
		Rescinds: 4.201	Issued: 08/14/18

The board shall not discriminate on the basis of sex, race, national origin, creed, age, or marital status in its educational programs or activities. Class size ratios shall not exceed the maximum allowed by state law.¹

The Director of Schools/designee may seek a waiver from the Commissioner of Education to extend the career and technical education (CTE) classes in grades six through twelve (6-12) as long as these class sizes do not exceed the maximum class size set for CTE. For grades six through eight (6-8), the class size may be extended, but the class size and average must not exceed those for general education classes in grades seven through twelve (7-12).²

If a natural disaster results in the enrollment of displaced students, the Commissioner of Education may grant a waiver from the maximum class sizes.

The Director of Schools shall apply for additional waivers as needed in compliance with state law.

Educational materials that are utilized shall reflect the cultural and racial diversity which is present in the United States as well as the variety of careers, roles, and lifestyles open to women and men. One of the objectives of the total curriculum and teaching strategies is to reduce stereotyping and to eliminate bias on the basis of sex, race, ethnicity, religion, and disability. The curriculum shall foster respect and appreciation of the cultural diversity found in our country and an awareness of the rights, duties, and responsibilities of each individual as a member of a pluralistic society.³

The course of study shall include those subjects and topics required by state and federal laws and regulations.⁴

The board reserves the right to add additional courses and to amend the content of prescribed courses as needed.

Legal References

1. TCA 49-1-104; TRR/MS 0520-01-03-.03(3)
2. [TCA 49-1-104\(g\); Public Acts of 2024, Chapter No. 712](#)
3. 42 USCA § 12101; 34 CFR § 106.34
4. TCA 49-6-1001 to 1034, 1201-1205, 1301, 1302

Cross References

- Student Goals 6.100
Complaints and Grievances 6.305

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Family Life Education	Descriptor Code: 4.213	Issued Date: 0
		Rescinds: 4.213	Issued: 08/24/21

1 *General*

2 A family life education program shall be implemented within the school district in compliance with state
3 law.¹

4 A parent/guardian who chooses not to have a student participate in the family life education program
5 shall submit such request in writing to the principal. A student who is excused from the program shall
6 be assigned alternative health activities and shall not be penalized academically.

7 **FAMILY LIFE INSTRUCTION**

8 The curriculum for the family life education program shall, in a manner that is age-appropriate and
9 factually and medically accurate, include the following:²

- 10 1. Teach the skills needed to make healthy decisions in all aspects of marriage and family life;
- 11
- 12 2. Encourage sexual health by helping students understand how the whole person is affected by
- 13 sexual activity as well as other risk behaviors;
- 14
- 15 3. Provide information about human reproduction, including conception, birth, and prenatal care,
- 16 as well as the process of adoption and its benefits;
- 17
- 18 4. Provide information on the family unit and the responsibilities and consequences related to sexual
- 19 activity, including the challenges of single teen parenting;
- 20
- 21 5. Promote only sexual risk avoidance through abstinence and the positive results of avoiding sexual
- 22 activity;
- 23
- 24 6. Provide instruction on the detection, intervention, prevention, and treatment of child sexual
- 25 abuse, including such abuse that may occur in the home, and human trafficking in which a victim
- 26 is the child;
- 27
- 28 7. Provide instruction on the prevention of dating violence;
- 29
- 30 8. Encourage communication between parent(s)/guardian(s) and students; and
- 31

9. Address the legal aspects of sexual activity with emphasis on the rights of the student.

10. Include the presentation of a high-quality, computer-generated animation or high-definition ultrasound of a least three (3) minutes in duration that shows the development of the brain, heart, and other vital organs in early fetal development per state academic standards.³

Instruction in topics related to sexual activity are not age-appropriate for students in grades kindergarten through five (K-5) and shall not be taught as part of the family life curriculum. This does not prohibit instruction on detection, intervention, prevention, and treatment of child sexual abuse and human trafficking of children.⁴

The family life education program shall be reviewed annually to ensure that the prohibited items of instruction, as provided for in state law,⁵ are not included in the curriculum.

TRAINING ON INSTRUCTION

Personnel providing family life instruction shall receive training prior to presenting such instruction. Personnel shall conduct such instruction with maturity and discretion.

REPORTING²

At the beginning of each school year, the Director of Schools shall provide the contact information to the Department of Children's Services of each employee or trained professional providing instruction on family life curriculum related to child sex abuse, human trafficking, and internet crimes. The Director shall also report on the curriculum selected by the Board of Education.

Legal References

1. TCA 49-6-1302; Public Acts of 2021, Chapter No. 290
2. TCA 49-6-1304
3. [Public Acts of 2024, Chapter No. 795](#)
4. [Public Acts of 2024, Chapter No. 970](#)
5. TCA 49-6-1304(b)

Metropolitan Nashville Board of Education

Monitoring:

Review: Annually, in
November

Descriptor Term:

Use of Artificial Intelligence Programs

Descriptor Code:

4.214

Issued Date:

0

Rescinds:

Issued:

General

Guiding Principles for Generative AI in Metro Nashville Public Schools

Metro Nashville Public Schools aims to enhance learning through smart adaptive technologies including Generative Artificial Intelligence (GAI). The following principles ensure that Generative AI integration supports the district's mission to improve instruction and assignments for students, teachers, and staff while safeguarding the rights of its community:

1. Teaching & Learning: GAI shall enhance educational outcomes by supporting both teaching and student learning through personalized and adaptive educational experiences.

2. Human-Centric Approach: GAI deployments shall prioritize human welfare and values, ensuring that technology complements rather than replaces human efforts in educational settings.

3. Privacy, Data Protection, and Security: Protecting personal and sensitive information is crucial, complying with applicable local, state, and federal laws to ensure student and staff data privacy and security.

4. Ethical & Responsible Use: GAI shall be used in a manner that is morally sound and responsible, avoiding harm and maximizing benefits while aligning with societal norms and expectations.

5. Equity and Inclusivity: GAI tools shall be accessible to all students regardless of their backgrounds and should not perpetuate or exacerbate existing inequalities.

6. Transparency: The district shall ensure that AI systems used by students and/or employees, as well as those embedded within vendor products, are understandable with clear explanations of how decisions are made, fostering trust and accountability.

7. Administrative Procedures: The Director of Schools will develop administrative procedures as necessary to implement this policy.

General Policy on Artificial Intelligence

Artificial Intelligence (AI) programs as defined by state law may be used by staff and students in the district. Only approved AI programs may be utilized in student instruction or in completing student work. The Director of Schools shall develop a procedure for staff to submit additional programs for approval.

1 **Monitoring, Review and Appropriate Usage**

2 Annual Review: AI programs will be reviewed annually to ensure compliance with district policies and
3 state and federal student data privacy laws.

4 Compliance Oversight: The Director of Schools shall be tasked with overseeing the approval and
5 implementation of AI programs.

6 Staff and Student Use of AI: Guiding documents for use by staff and students are available on district
7 websites

8 Academic Integrity statements are addressed in the district student handbook

9 **Notice to Parents**

10 The Director of Schools shall provide notice to parents/guardians about the use of AI programs in the
11 district. An approved list of AI programs will be provided through posting on the district's website.

12 **Reporting**

13 The Director of Schools shall annually submit a report to the Board of Education and Department of
14 Education by July 1st on the enforcement of this policy for the upcoming school year.

Legal References

1. [Public Acts of 2024, Chapter No. 550](#)
2. [TCA 49-5-1001](#)

Cross References

Use of the Internet 4.406

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Interscholastic Athletics	Descriptor Code: 4.301	Issued Date: 0
		Rescinds: 4.301	Issued: 12/13/22

1 *General*

2 No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be
3 treated differently from another person, or otherwise be discriminated against in any athletic program of
4 the school. Equal athletic opportunities shall be provided for members of both sexes.¹ Students
5 participating in interscholastic athletics must meet the eligibility requirements set forth by the state and
6 the governing body of the sport.² The Director of Schools/designee shall require the parent/guardian to
7 provide any necessary documents prior to participation in any interscholastic athletics.

8 Interscholastic athletics shall be administered as a part of the regular school program and shall be the
9 principal's responsibility. Principals shall ensure that school regulations regarding participation in a sport
10 are reasonable. Athletic schedules shall be filed in each principal's office. The principal/designee shall
11 accompany an athletic team on trips. Transportation of teams to athletic games is approved by the Board,
12 provided the team's school reimburses the Board for mileage.

13 Bylaws of the Tennessee Secondary School Athletic Association shall regulate the operation and control
14 of athletics.³ The Director of Schools shall develop a code of conduct for all coaches to follow in order
15 to ensure the health and safety of athletes.⁴

16 **INSURANCE & PHYSICAL EXAMINATIONS**

17 In the event that the school's insurance provider does not extend coverage to an athlete, the athlete shall
18 provide proof of independently secured catastrophic coverage and liability coverage, with the school
19 district as a named insured, of not less than the limits set forth in state law.⁵ It shall be the responsibility
20 of the parent(s)/guardian(s) to provide health and hospitalization insurance for all students participating
21 in interscholastic athletics.

22 Prior to participation in interscholastic athletics, every student shall complete an annual physical
23 examination.⁶ The parent(s)/guardian(s) of each student shall be responsible for covering the cost of the
24 examination, and these records shall be on file in the principal's office.

25 **SCHEDULING CONFLICTS**

26 No principal or teacher shall dismiss his/her school or any group of students for the purpose of attending
27 the practice of any interscholastic sport during the school day without written permission from the
28 Board.⁷ This does not prevent regular physical training lessons in the daily school program.

29 Students shall not be required to attend a school athletic event, or event related to participation on a
30 school athletic team, if the event is on an official school holiday, observed day of worship, or religious

holiday. The student's parent/guardian shall notify the coach in writing three (3) full school days prior to the event.⁸

SEVERE WEATHER⁴

Severe weather is any type of weather that could impede the safety of any athlete by compromising the playing conditions of the interscholastic sport. Severe weather includes, but is not limited to, thunder, lightning, and extreme temperatures. When severe weather is forecasted, suspension of play shall be discussed with all players, coaches, and officials, if applicable.

All coaches who oversee or participate in outdoor training, practice, or competition shall annually complete a heat illness prevention course approved by the Tennessee Department of Health as well as receive training on activity modifications based on environmental conditions.

PROHIBITION AGAINST HAZING

Coaches, employees, and volunteers of the school district shall not encourage, permit, condone, or tolerate hazing activities.⁹

HOME SCHOOL STUDENT PARTICIPATION¹⁰

Home school students shall be permitted to participate in accordance with TSSAA or TMSAA guidelines. If a school is not a member with these organizations, home school students that are zoned for the school shall be permitted to participate in interscholastic athletics to the same extent as other students.

Legal References

1. 34 CFR § 106.41; 20 USCA § 1681 et seq.
2. TCA 49-6-310(a)
3. TRR/MS 0520-01-02-.08(1)
4. TCA 49-6-3601
5. TCA 29-20-403
6. 20 USCA § 1232h(c); TRR/MS 0520-01-13-.01(1)(a)
7. TCA 49-6-1002(a)
8. TCA 49-6-1002(c)
9. TCA 49-2-120
10. Public Acts of 2024, Chapter No. 639

Cross References

Special Use of School Vehicles 3.402
Student Insurance Program 3.601
Extracurricular Activities 4.300
Attendance 6.200

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in November	Descriptor Term: Reconsideration of Instructional Materials, Textbooks, and Library Materials	Descriptor Code: 4.403	Issued Date: 0
		Rescinds: 4.403	Issued: 08/23/22

The board supports principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States and expressed in the Library Bill of Rights of the American Library Association.

Because opinions differ, there may be questions concerning some instructional and library materials despite the quality of the selection process. If a complaint is made, the following procedure is to be followed:¹

1. Inform the complainant of the selection procedures and make no commitments.
2. Request the complainant to submit a formal Request for Reconsideration of Instructional Materials.
3. Inform the principal (and other appropriate personnel).
4. Keep challenged materials available for use during the reconsideration process.
5. Upon receipt of the completed form, the principal requests review of the challenged materials by an ad hoc materials review committee within fifteen (15) working days, and notifies the appropriate supervisor and the director of schools that such review is being done. The review committee is appointed by the principal, and includes certified library media personnel, representatives from classroom teachers, one or more parents, and may include one or more students.
6. The review committee shall take the following steps after receiving the challenged materials:
 - a. Read, view, or listen to the material in its entirety;
 - b. Check general acceptance of the material by reading recognized and evaluative reviews;
 - c. Determine the extent to which the material supports the curriculum;
 - d. Complete the appropriate Checklist for Reconsideration of Instructional Materials, judging the material for its strength and value; and
 - e. Present recommendation to principal for further action and to the director of schools for purposes of information.
7. If the complainant desires further action after receiving the recommendation of the committee and the decision of the principal, an appeal may be made to the board.

Library Materials

Library materials shall be reviewed to ensure the content aligns with state law.² The library collection shall adhere to the following criteria:

1. Materials shall be suitable for and consistent with the educational mission of the school;
2. Materials shall be appropriate for the age and maturity levels of the students who may access them. The determining factor will be based on an assessment of any mature themes or content (i.e., violence, sexual content, vulgar language, substance abuse);
3. Materials shall contain literary, historical, and/or artistic value and merit; and
4. The collection as a whole shall offer a variety of viewpoints.

Complaints regarding Library materials shall follow the same process and utilize the same forms as other instructional materials and textbooks.

Legal References

1. *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, 102 S. Ct. 2799 (1982)
2. Public Acts of 2024, Chapter No. 782

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in September	Descriptor Term: Use of the Internet	Descriptor Code: 4.406	Issued Date: 0
		Rescinds: 4.406	Issued: 08/23/22

The use of technology resources by students, staff members, or visitors to MNPS is a privilege and is subject to all applicable state and federal laws and policies of the district. Students are responsible for their ethical and educational use of the computer online services in the district.

Employees

Before any employee is allowed use of the district's Internet or intranet access, the employee shall sign a written agreement, developed by the director/designee that sets out the terms and conditions of such use. Any employee who accesses the district's computer system for any purpose agrees to be bound by the terms of that agreement, even if no signed written agreement is on file.

The director of schools shall develop and implement procedures for appropriate Internet use which shall address the following:

1. Development of the Network and Internet Use Agreement.
2. General rules and ethics of Internet access.
3. Guidelines regarding appropriate instruction and oversight of student Internet use.
4. Prohibited and illegal activities, including but not limited to the following:¹
 - Sending or displaying offensive messages or pictures;
 - Using obscene language;
 - Harassing, insulting, defaming, or attacking others;
 - Damaging computers, computer systems or computer networks;
 - Hacking or attempting unauthorized access to any computer;
 - Violation of copyright laws;
 - Trespassing in another's folders, work, or files;
 - Intentional misuse of resources;
 - Using another's password or other identifier (impersonation);
 - Use of the network for commercial purposes; and
 - Buying or selling on the Internet.

Students

The director of schools shall develop and implement procedures for appropriate Internet use by students. Procedures shall address the following:

1. General rules and ethics of Internet use.
2. Prohibited or illegal activities, including, but not limited to:¹
 - Sending or displaying offensive messages or pictures;

- Using obscene language;
- Harassing, insulting, defaming, or attacking others;
- Damaging computers, computer systems or computer networks;
- Hacking or attempting unauthorized access;
- Violation of copyright laws;
- Trespassing in another's folders, work, or files;
- Intentional misuse of resources;
- Using another's password or other identifier (impersonation);
- Use of the network for commercial purposes; and
- Buying or selling on the Internet.

INTERNET SAFETY MEASURES²

Internet safety measures shall be implemented that effectively address the following:

- Controlling access by students to inappropriate matter on the Internet and World Wide Web;
- Safety and security of students when they are using electronic mail, chat rooms, and other forms of direct electronic communications;
- Preventing unauthorized access, including "hacking" and other unlawful activities by students on-line;
- Unauthorized disclosure, use and dissemination of personal information regarding students; and
- Restricting students' access to materials harmful to them.

The director of schools/designee shall establish a process to ensure the district's education technology is not used for purposes prohibited by law or for accessing sexually explicit materials. The process shall include, but not be limited to:

- Utilizing technology that blocks or filters Internet access (for both students and adults) to material that is obscene, child pornography or harmful to students;³
- Maintaining and securing a usage log; and
- Monitoring on-line activities of students.²

The board shall provide reasonable public notice of, and at least one (1) public hearing or meeting to address and communicate, its Internet safety measures.²

A written parental consent shall be required prior to the student being granted access to electronic media involving district technological resources. The required permission/agreement form, which shall specify acceptable uses, rules of on-line behavior, access privileges and penalties for policy/ procedural violations, must be signed by the parent/legal guardian of minor students (those under 18 years of age) and also by the student. This document shall be executed each year and shall be valid only in the school year in which it was signed unless parent(s) provide written notice that consent is withdrawn. In order to rescind the agreement, the student's parent/guardian (or the student who is at least 18 years old) must provide the director of schools with a written request.

E-MAIL

Users with network access shall not utilize district resources to establish electronic mail accounts through third-party providers or any other nonstandard electronic mail system. All data including e-mail communications stored or transmitted on school system computers shall be monitored. Employees/students have no expectation of privacy with regard to such data. E-mail correspondence may be a public record under the public records law and may be subject to public inspection.⁵

INTERNET SAFETY INSTRUCTION⁶

Students will be given appropriate instruction in internet safety as a part of any instruction utilizing computer resources. The director shall provide adequate in-service instruction on internet safety. Parents and students will be provided with material to raise awareness of the dangers posed by the internet and ways in which the internet may be used safely.

SOCIAL NETWORKING

1. District staff who have a presence on social networking websites are prohibited from posting data, documents, photographs, or inappropriate information that is likely to create a material and substantial disruption of classroom activity.
2. District staff are prohibited from accessing personal social networking sites on school computers or during school hours except for legitimate instructional purposes.
3. The board discourages district staff from socializing with students on social networking websites. The same relationship, exchange, interaction, information, or behavior that would be unacceptable in a non-technological medium is unacceptable when done through the use of technology.

ARTIFICIAL INTELLIGENCE AND GENERATIVE ARTIFICIAL INTELLIGENCE⁷

All Artificial Intelligence (AI) and Generative Artificial Intelligence (GAI) tools and applications used within MNPS must align with district guiding principles. Employees and students must use AI responsibly, with appropriate training and awareness of the implications. Misuse of AI, including generating false information or unauthorized surveillance, is prohibited.

VIOLATIONS

Violations of this policy or a procedure promulgated under its authority shall be handled in accordance with the existing disciplinary procedures of this District.

VENDOR CONTRACTS³

Prior to entering into any contract for the provision of AI, GAI, digital or online materials created or marketed for Pre-kindergarten through grade twelve (PK-12), the district shall obtain an assurance that the vendor shall adhere to state law. This determination includes ensuring that the vendor filters,

- 1 blocks, or otherwise prevents access to pornography or obscenity and verifying that the technology
- 2 prevents a user from sending, receiving, viewing, or downloading materials that are harmful to minors.

Legal References

1. TCA 39-14-602
2. 47 USCA § 254 (h)(5)(A) – (C), 254(l); 47 CFR § 54.520(c)(1)(i); 20 USCA § 7131
3. Public Acts of 2022, Chapter No. 1002
4. TCA 39-17-901; Public Acts of 2022, Chapter No. 1002
5. TCA 10-7-512
6. TCA 49-1-221
7. [Public Acts of 2024, Chapter No. 550](#)

Cross References

Use of Email 1.805
School and System Websites 4.407
Controversial Materials 4.801
Student Publications 6.704
Use of Artificial Intelligence Programs 4.214

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Grading System	Descriptor Code: 4.600	Issued Date: 0
		Rescinds: 4.600	Issued: 08/23/22

The director of schools shall develop an administrative procedure to establish a system of grading and assessment for evaluating and recording student progress and to measure student performance in conjunction with board-adopted content standards for grades K-8. The grading/assessment system shall follow all applicable statutes and rules and regulations of the State Board of Education. The grading/assessment system shall be uniform district-wide at comparable grade levels, except that the director of schools shall have the authority to establish and operate ungraded and/or unstructured classes in grades K-3 according to state rules and regulations.¹

The director of schools shall submit a copy of the grading, reporting and assessment systems to the board before the system is implemented.² These guidelines shall be communicated annually to students and parents/guardians.¹

Conduct grades are based on behavior and shall not be deducted from scholastic grades.

GRADING SYSTEM: GRADES NINE - TWELVE (9-12)¹

Schools teaching grades nine through twelve shall use the uniform grading system established by the State Board of Education. Using the uniform grading system, students' grades shall be reported for the purposes of application for post-secondary financial assistance administered by the Tennessee Student Assistance Corporation.

Subject-area grades shall be expressed by the following letters with their corresponding percentage range:

- A (90-100)
- B (80-89)
- C (70-79)
- D (60-69)
- F (0-59)

This grading system shall be uniform throughout the school system for each grade.

Advanced coursework grades will be weighted with additional percentage points to calculate the semester average. Depending on the course taken, the following percentage points will be assigned:

- Honors Courses – three (3) percentage points;
- Local and Statewide Dual Credit, Capstone Industry Certification Aligned, and Dual Enrollment Courses – four (4) percentage points; and

- Advanced Placement, Cambridge International, College Level Exam Program (CLEP), and International Baccalaureate Courses, **and Dual Enrollment Courses** – five (5) percentage points.

CALCULATION OF GPA (GRADE POINT AVERAGE)

For purposes of communicating with college admission offices and scholarship granting agencies, and for determining honor graduates (valedictorian and salutatorian), all high school course work, with the exception of pass/fail courses will be calculated in the GPA according to the MNPS scale.

LOTTERY/HOPE SCHOLARSHIPS³

Each school counselor shall provide incoming freshman with information on college core courses required for lottery scholarships as well as necessary criteria (grade point average, ACT, and SAT score, etc.) that must be met in order to receive a scholarship.

Seniors may apply for the Tennessee HOPE Scholarship by completing the Free Application for Federal Student Aid (FAFSA). The FAFSA is available at the guidance office or online at www.fafsa.ed.gov. Students shall be made aware of all applicable FAFSA deadlines and encouraged to submit applications in a timely manner.

Elementary school counselors should explain the HOPE Scholarship and its requirements to their students and impress upon them the benefits of making good grades.

LOTTERY SCHOLARSHIP DAY

Each school year, prior to scheduling courses for the following school year, schools teaching students in grades 8-11 shall conduct a lottery scholarship day for students and their parents.⁴

Legal References

1. TRR/MS 0520-01-03-.02, State Board of Education Policy 3.301; Public Acts of 2022, Chapter No. 1080
2. TCA 49-2-203(b)(7); TCA 49-2-301(b)(1)(H)
3. TCA 49-4-904, 907
4. TCA 49-4-932(f)

Cross References

Alternative Credit Options 4.209
Credit Recovery 4.210
Reporting Student Progress 4.601
Honor Roll, Awards, & Class Ranking 4.602
Promotion and Retention 4.603
Transcript Alterations 4.608

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in December	Descriptor Term: Promotion and Retention	Descriptor Code: 4.603	Issued Date: 0
		Rescinds: 4.603	Issued: 03/26/24

The board expects students to meet grade-level standards and progress through each grade within one school year. To accomplish this, instruction should be focused on the district academic standards, accommodate the varying needs and interests of individual students, and include strategies for addressing academic deficiencies. To further promote student learning, schools and parents should form partnerships that involve parents in their child's education; foster shared responsibility among students, parents, and staff; and encourage ongoing two-way communication between parents and the school.

Students shall progress through the grade levels by demonstrating growth in learning and by meeting the grade-level academic standards established by the district. Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits. Students will be promoted to the next grade level in high school based on district-established criteria and credits earned. However, no student enrolled in the third grade shall be promoted unless the student has shown a basic understanding of curriculum and the ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. This requirement shall not apply to students who are participating in a board-approved, research-based intervention prior to the beginning of the next school year or to students who have an individualized education program (IEP).²

Students not making adequate progress in meeting district-established criteria will be identified as early in the school year and in their school career as practicable. When a student is identified as being at risk of retention, parents will be notified, and the student will be provided interventions. The interventions prescribed will be designed to assist the students in reaching grade-level expectations in core academic areas and to motivate and connect students to school. Such opportunities may include but are not limited to tutorial programs, after-school programs, and/or summer school programs. On-going assessment of student progress will be a part of each intervention program.

~~A student in third grade shall not be promoted to the next grade level unless the student has shown a basic understanding of curriculum and ability to perform the skills required in the subject of reading as demonstrated by the student's grades or standardized test results. However, the student may be promoted if the student participates in an LEA-approved research-based intervention prior to the beginning of the next school year.~~

The director of schools or his/her designee shall report, at least annually, on any intervention programs available to students in the third grade and recommend any new programs or the modifications of any existing programs to better serves these students.

In order to enhance the opportunity for remediation, students with who are at risk of being retained shall be identified as early as possible in the school year. Parents shall be notified when problems are identified and shall be informed periodically of remedial efforts and given progress reports.

Before a student is retained, the parents shall be informed in writing and shall have the opportunity to participate in a conference at least six (6) weeks before the end of the school year.

K – 3 Reading Notification

If it is determined through a student's overall performance or a state or local assessment that a student in grades kindergarten through three (K-3) is not meeting grade-level standards in reading, the student's parent(s)/guardian(s) shall be notified within fifteen (15) calendar days of such determination.

The following factors shall be considered in making a decision on promotion and retention:¹

1. *Mastery of essential competencies.* Students shall have mastered essential skills sufficiently to ensure a likelihood of success at the next grade level.
2. *Special procedures for students with an IEP.* Students who have been identified as having High risk students shall be given special consideration.
3. *Flexible placement.* Use of conditional promotion, remedial summer programs, assignment to transitional classes, and other approaches to meeting the needs of students shall be given consideration.
4. *Attendance.* Attendance shall become a relevant factor only when excessive absenteeism becomes an educational problem.
5. *Conduct.* Retention shall not be used as a disciplinary measure.
6. *Previous retention.* Except under unusual circumstances, students shall not be retained more than once in the same grade.
7. *Grade level.* Retention shall be considered more appropriate in grades K-3.

Once the decision to retain has been made:

1. A report of each student retained shall be made to the director of schools;
2. Documentation verifying student deficiencies shall be placed in the student's record;
3. Parents shall have the right to appeal any decision through appeal procedures established by board policy; and
4. The teacher shall be consulted at each level of the appeal procedure.

Educational approaches and techniques for the repeated year shall vary from the prior year in order to provide an appropriate instructional program. Variations may include, but are not limited to, the following:

1. different teacher(s);
2. different strategies;

3. different materials; and/or

4. varying lengths of time per subject and/or physical setting in classroom.

For the purpose of determining the effectiveness of retention toward improving student achievement, the progress of retained students shall be monitored for at least three (3) years.

3rd and 4th Grade Retention³

Students in the 3rd and 4th grade must meet the requirements for advancement to the next grade as set out in the statutes of the Tennessee General Assembly, and the rules and policies of the State of Tennessee Board of Education. Likewise, opportunities for promotion for those students not reaching the prescribed performance levels shall be in accordance with these same statutes, rules, and policies.

VOLUNTARY RETENTION

A parent/guardian of a student enrolled in kindergarten through second grade may choose to retain his/her student in the current grade level if:

1. The student has a documented academic or behavioral delay; and
2. The parent/guardian believes that retention may benefit the student.

Legal References

1. State Board of Education Policy 3.300; TRR/MS 0520-01-03-.03(6)
2. TCA 49-6-3115; 20 USCA § 1400 et seq.
3. TRR/MS 0520-01-03-.16(7)
4. Public Acts of 2024, Chapter No. 82

Cross References

Credit Recovery 4.210
Grading System 4.600
Reporting Student Progress 4.601
Attendance 6.200
Student Assignments 6.205
Homeless Students 6.503
Student Records 6.600

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in February	Descriptor Term: Non-School Employment	Descriptor Code: 5.607	Issued Date: 05/08/18
		Rescinds: HR 5.113	Issued: 07/01/11

PROFESSIONAL PERSONNEL

Professional positions may require additional hours during evenings or other times when offices may be closed. Outside employment is regarded as employment for compensation that is not within the duties and responsibilities of the employee's regular position with the school system.

~~An employee will not perform any duties related to an outside job during his/her regular working hours or during the additional time that the responsibilities of the position require, nor will an employee use any district facilities, equipment or materials in performing outside work. This includes the board's computer systems and networks and any configuration of hardware and software. The systems and networks include all of the computer hardware, operating system software, stored text and data files. This includes but is not limited to, electronic mail, local databases, externally accessed databases (such as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications technologies, and new technologies as they become available. The board reserves the right to have all technology resource activity monitored.~~

When the periods of work are such that certain evenings, days or vacation periods are duty-free, the employee may use such off-duty time for the purposes of compensation provided all the following conditions are met:

1. The work in no way interferes with the degree of effectiveness of their work in the school system;
2. The work in no way reflects detrimentally upon the school system or its prestige;
3. Such outside obligations do not prevent the individual from assuming duties required by the regular position; and
4. The individual does not receive compensation for work that is customarily within their regular position.¹

SUPPORT PERSONNEL

Support personnel shall not be prohibited from holding employment outside the school system so long as such employment does not interfere with regular and overtime scheduled duties for the school system.

USE OF DISTRICT RESOURCES, ASSETS, AND TECHNOLOGY

- 1 An employee will not perform any duties related to an outside job during his/her regular working hours
- 2 or during the additional time that the responsibilities of the position require, nor will an employee use
- 3 any district facilities, equipment or materials in performing outside work. This includes the board's
- 4 computer systems and networks and any configuration of hardware and software. The systems and
- 5 networks include all of the computer hardware, operating system software, stored text and data files.
- 6 This includes but is not limited to, electronic mail, local databases, externally accessed databases (such
- 7 as the Internet), CD-ROM, optical media, clip art, digital images, digitized information, communications
- 8 technologies, and new technologies as they become available. The board reserves the right to have all
- 9 technology resource activity monitored.

Legal References

1. TCA 49-5-410

Metropolitan Nashville Board of Education

Monitoring: Review: Annually, in March	Descriptor Term: Admission of Suspended or Expelled Students	Descriptor Code: 6.318	Issued Date: 0
		Rescinds: 6.318	Issued: 08/23/022

- 1 The Board may deny admission of any student (except those in state custody) who has been expelled
2 or suspended from another school district in Tennessee or another state even though the student has
3 established residency in the district in which he/she seeks enrollment.
- 4 After a request for enrollment is made, the Director of Schools shall investigate the facts surrounding
5 the suspension or expulsion from the former school district system, and make a recommendation to the
6 board to approve or deny the request. The principal may ask the parent(s)/guardian(s) in writing if their
7 student has been adjudicated delinquent for an offense listed in TCA 49-6-3051 and submit any
8 records to the Director of Schools.¹ Based on the results of the investigation, the Director of Schools
9 shall make a recommendation to the Board to approve or deny the request.
- 10 The Board shall not deny enrollment beyond the length of the imposed suspension or expulsion.
- 11 A student may be dismissed if it is determined subsequent to the enrollment that the student has been
12 suspended or expelled from the former school district.²

Legal References

1. [Public Acts of 2024, Chapter No. 721](#)
2. [TCA 49-6-3401\(f\); 20 USCA § 1232g\(b\)\(4\), \(h\)](#)

Cross References

School Admissions 6.203
Student Records 6.600

VISITORS' CODE OF CONDUCT

Purpose:

To ensure the safety, security, and peaceful educational environment that promotes learning and positive character development, this code of conduct outlines the expectations for all visitors to Metropolitan Nashville Public Schools.

Scope and Jurisdiction:

This code of conduct applies to all individuals who enter school property or contact school or district employees for school-related business. All visitors who come onto school property shall be under the jurisdiction of the site administrator/designee. Visitors are defined as parents, guardians, volunteers, contractors, and/or other members of the public who engage with the school environment.

Behavior Expectations:

All visitors are expected to adhere to the following standards of conduct:

- Use respectful and courteous language at all times; profanity, vulgarity, or any form of abusive language is strictly prohibited.
- Refrain from behavior that disrupts or threatens school operations or harms others, including verbal or written threats or gestures indicating intent to harm.
- Respect the personal space, rights, and dignity of others.
- Treat school property and the property of others with care and respect; any form of vandalism or damage to property will not be tolerated.
- Comply with all school safety procedures and protocols to include, but not limited to, inclement weather, lockouts, and lockdowns.
- Support a positive educational environment and model appropriate behavior.
- Avoid any actions or behaviors that may disrupt the educational process or negatively impact the school community.

Compliance and Enforcement:

Visitors who fail to comply with these expectations may be asked to leave the school property. Repeated or severe violations may result in being banned from school premises and/or school-related activities and involvement of law enforcement.

This code of conduct has been reviewed for its legality and constitutionality by the Metropolitan Department of Law.

Attorney name: _____

BPR number: _____

Mathematics Instructional Materials Special Adoption

Mathematics Reasoning for Decision Making SAVVAS, Thinking Mathematically. Blitzer, R.F. 8th Edition

Charter School Amended New Start Charter Applications

Presented by the MNPS Charter Schools
Office

July 23, 2024



METRO
NASHVILLE
PUBLIC
SCHOOLS

Presentation Overview

Amended New Start Charter Application	Proposed Grade Span	Proposed Enrollment
Encompass Community School	K-8	468
Nashville School of Excellence	6-12	750
*LEAD Cameron ES	K-5	360
*LEAD Southeast ES	K-5	360
Nurses Middle College	9-12	500

**Existing charter operator under the LEA of Metro Nashville Public Schools*

Board Decision and Appeal Process

Notification of Board Decision and Appeal Process

SBE Rule 0520-14-01-.01(1)(k) No later than ten (10) calendar days after approval or denial of a charter application or amended charter application, the authorizer shall report to the Department whether the authorizer has approved or denied the application.

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.

MNPS Office of Charter Schools

Ensures the quality
authorizing for 26 existing
charter schools

Leads the authorization
application process

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

Objective for Rating an Amended New Start Application



The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.



The evaluation team reaches consensus regarding each section of the new start amended application, which comprises the final report produced by the MNPS Charter Schools Office. Each applicable section is given a rating of Meets or Exceeds Standard, Partially Meets Standard, or Does Not Meet Standard.

Review Team Members

Special Populations

Facilities/Planning

Strategic
Investments

Research and
Assessment

Operations

External Reviewer

New Start Amended Application Sections

Academic Plan
Design and
Capacity

Operations Plan
and Capacity

Financial Plan
and Capacity

Portfolio Review
Performance
Record

TDOE Ratings for Amended New Start Applications

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

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

Substantial Negative Fiscal Impact

**State Law:
Tenn. Code Ann. 49-13-108**

The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.

Substantial Negative Fiscal Impact

MNPS Student Based Budget Process

With an intentional effort to allocate resources equitably and strategically, MNPS transitioned to a student-based budgeting (SBB) model in 2015-2016.

For the 2024-2025 school year, the base amount is \$6,200 per student. This base weight allocation represents the amount that every student carries and is the largest weight of school-level budgets.

SBB uses a weighted student formula based on student enrollment, need, and demographics to calculate how much funding per student will be allocated to each school.

Substantial Negative Fiscal Impact

MNPS Student Based Budget Process

Applicant School Name	Projected Enrollment	Applicant Targeted Area	MNPS Schools Impacted Directly	October 2023 Cluster	SY2024-25 Enrollment Projection	# Enrollment Growth/Decline	% Enrollment Growth/Decline	Total FY25 SBB Allocation (\$)	SBB Per Pupil Funding FY2024-25 (\$)	Estimated Negative Impact (\$)
Nashville School of Excellence	750	Nolensville Road area	Glenciff and Overton clusters:							
			TOTAL	6,088	5,439	-649	-10.7%	44,653,223.05	8,209.82	(6,157,366.66)
Encompass Community School	468	Whites Creek Cluster and Pearl Cohn Cluster	Whites Creek and Pearl Cohn clusters:							
			TOTAL	3,849	3,707	-142	-3.7%	35,156,175	9,483.73	(4,438,384.05)
LEAD Southeast ES	360	LEAD Southeast Area	Glenciff Cluster with parts of Overton and Antioch Clusters:							
			TOTAL	4,112	4,456	344	8.4%	40,138,025.98	9,007.64	(3,098,626.78)
LEAD Cameron ES	360	LEAD Cameron Area	Glenciff Cluster with parts of McGavock Cluster:							
			TOTAL	3,140	3,291	151	4.8%	29,918,610.24	9,091.04	(1,372,746.93)
Nurses Middle College	500	Nashville Area	All MNPS High Schools:							
			TOTAL	15,436	15,103	-333	-2.2%	119,760,057.60	7,929.55	(3,964,777.12)
			TOTAL	29,485	28,705	-780	-2.6%			(19,031,901.54)

Encompass Community School Proposal

Grades	K-8
Enrollment	468
Location/Zone	Whites Creek and Pearl-Cohn clusters

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Capacity	Meets or Exceeds Standard

Examples of evidence noted by the review team:

Rubric Section 1.2. Enrollment Summary: *The applicant clearly describes the community in which the school intends to draw students, including demographics, school zones, academic performance of existing schools.*

Application Evidence: The amended application included parent responses, enrollment, and demographic data for selecting the community where the school will be located.

Rubric Section 1.3 Academic Focus and Plan: *The curriculum is robust, supports the growth of all students, and is aligned with Tennessee State Standards.*

Application Evidence: The amended application showed all potential curricula has been vetted to ensure alignment with Tennessee State Standards and allow for the applicant to carry out their mission and goals.

Rubric Section 1.4 Academic Performance Standards: *There is an appropriate, well-defined action plan to be implemented if the school falls below state, district, and/or its own academic achievement goals.*

Application Evidence: The corrective action plan was amended to include end-of-year state, district, and/or internal academic goals. The applicant also set more incremental goals over a timeline of three years.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 2.2 Start-Up Plan: *The applicant adequately address potential challenges.*

Application Deficiency: While the applicant amended the application to address challenges related to the start-up budget, the application did not address challenges related to the targeted location, included a realistic and detailed timeline, or the potential challenge of meeting enrollment targets in a quickly changing area.

Rubric Section 2.3 Facilities: *The applicant has identified a realistic facility contingency plan.*

Application Deficiency: While the applicant included details of occupying a building site in year 4, the applicant still did not disclose the two locations of the properties they would utilize in years 1-3 so it could not be analyzed to determine if it aligns with the proposed budget for tenant improvements.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 3.2 Budget Narrative: *The start-up and five-year operating budgets are complete, realistic and viable.*

Application Deficiency: While the applicant forecasted for 2% inflationary growth, the amended application included a percentage that is still conservative based on the typical adjustment range.

Rubric Section 3.2 Budget Narrative: *The applicant identified financial procedures, policies, systems and processes for accounting, payroll, and independent annual audits.*

Application Deficiency: The amended application indicated the applicant still intended to outsource many of its financial responsibilities, which can lead to limited organizational oversight.

Evidence Findings

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

DRAFT

Encompass Community School Ratings

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

Board Vote

Nashville School of Excellence

Grades	6-12
Enrollment	750
Location/Zone	Nolensville Road area

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 1.1 Academic Focus and Plan: *The mission statement is clear, concise, compelling and measurable.*

Application Deficiency: While the mission statement had measurable goals, the amended application still did not explain how the STEM education focus will be a more compelling model than what is already offered in numerous MNPS schools.

Rubric Section 1.6 School Calendar and Schedule: *The school calendar (Attachment B) and school schedules (Attachment C) meet Tennessee minimum requirements of the equivalent of 180 days of instruction.*

Application Deficiency: The amended application schedule still demonstrated early release days every Wednesday, which does not meet the required 6.5 hours minimum hours of attendance as outlined in T.C.A 49-6-3004 (e)(1).

Rubric Section 1.10 Parent and Community Engagement and Support: *There are sufficient letters of support, including those within the local community, evidence of outreach to parents, MOUs, or contracts with community partners (Attachment G) that demonstrate support from the community, and which includes compelling support from community members intending to enroll in the school.*

Application Deficiency: Although the amended application states that 79% of respondents to the interest survey indicated an interest in attending an informational session, the application still did not include compelling support from parents who intend to enroll their child in the school.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 2.1 Governance: *The proposed board structure is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.*

Application Deficiency: The amended application still did not identify a member of the Nashville community as a board member to ensure meaningful governance and oversight of school performance, operations, and financials.

Rubric 2.3 Facilities: *The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.*

Application Deficiency: The amended application showed the applicant added information in the facilities description about a proposed multi-million-dollar financing plan to fund capital improvements to a leased facility, but this investment via debt service cost was not added to the budget in the first five years of the charter.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 3.1 Planning and Budget Worksheet/3.2 Budget Narrative: *The budget worksheet contains reasonable assumptions and budget numbers that reflect all start-up expenses.*

Application Deficiency: The enrollment projections for year 1 of 330 students in the amended application continued to be unreasonable based on the high concentration of middle and high schools within the community in the targeted area.

Application Deficiency: A grant award letter from Project Lead the Way in the amount of \$20,000 to support the STEM focus was added to the amended application, however this letter is for Memphis School of Excellence and not the proposed charter school.

Evidence Findings

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

Examples of evidence noted by the review team:

Rubric Section 4.1 Portfolio Summary/4.2 Performance Record: Academics: *Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the applicant's schools are high performing and successful.*

Application Deficiency: The amended application still did not provide strategies to demonstrate the applicant could address the low achievement proficiencies and ACT scores of their existing schools, or any future schools added to their network, since the new start application current ACT scores were underperforming the MNPS average, and Memphis School of Excellence received a Letter D and TVAAS score of 1 in 2023.

Nashville School of Excellence Ratings

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

Board Vote

LEAD Cameron Elementary

Grades	K-5
Enrollment	360
Location/Zone	LEAD Cameron Community (Southeast Nashville)

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Capacity	Meets or Exceeds Standard

Examples of evidence noted by the review team:

Rubric Section 1.2 Enrollment Summary: *The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.*

Application Evidence: The amended application outlined the enrollment plan and provided details of the enrollment trends of existing schools of the Glenclyff and Antioch Clusters.

Rubric 1.10 Parent and Community Engagement and Support: *There are sufficient letters of support, including those within the local community, evidence of outreach to parents, MOUs, or contracts with community partners (Attachment G) that demonstrate support from the community, in which includes compelling support from community members intending to enroll in the school.*

Application Evidence: The amended application included a plan for parent engagement based on need, including ways to support students academically, healthcare resources, parent English classes, and behavioral mental health supports.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 2.4 Personnel/Human Capital: Staffing projections for each year are robust, align with the educational program and conducive to the school's success.

Application Deficiency: While the applicant addressed the ratio of special education teachers in year 1 and stated they would add another SPED teacher if needed, they still did not address the staffing for paraprofessionals based on the targeted demographics.

Rubric Section 2.11 Network Vision, Growth Plan and Capacity: The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.

Application Deficiency: The amended application included some information about how the applicant will address the challenges of opening additional schools, but they did not address the academic underperformance and enrollment issues related to LEAD Brick Church to ensure they could overcome the challenges and risks of their stated outcomes.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 3.1 Planning and Budget Worksheets/3.2 Budget Narrative

The budget worksheet contains reasonable assumptions and budget numbers that reflect all start-up expenses.

Application Deficiency: The funding for transportation, was not amended to ensure adequate funding for year one, which leaves no margin for inflationary increases.

Rubric Section 3.3 Network Financial Plan

The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Application Deficiency: While the network financial plan had been updated to exclude LEAD Brick Church, the applicant still did not include capital investments which could lead to a negative net cash position and potentially create a net deficit for the LEAD network.

Evidence Findings

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

Examples of evidence noted by the review team:

Rubric Section 4.1 Portfolio Summary/4.2 Performance Record: Academics

Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the applicant's schools are high performing and successful.

Application Deficiency: The amended application referenced and provided data for only Economically Disadvantaged students which did not provide a clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful.

Rubric Section 4.3 Performance Record: Operations/Performance Record: Fiscal

The organization is in good standing wherever its schools are located, and there have been revocation, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies.

Application Deficiency: The amended application still did not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

LEAD Cameron Elementary Ratings

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

Board Vote

LEAD Southeast Elementary

Grades	K-5
Enrollment	360
Location/Zone	LEAD Southeast Community

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Capacity	Meets or Exceeds Standard

Examples of evidence noted by the review team:

Rubric Section 1.2 Enrollment Summary: *The enrollment summary and demographics charts are complete and contain reasonable enrollment projections.*

Application Evidence: The amended application outlined the enrollment plan and provides details of the enrollment trends of existing schools of the Glenclyff and Antioch Clusters.

Rubric 1.10 Parent and Community Engagement and Support: *There are sufficient letters of support, including those within the local community, evidence of outreach to parents, MOUs, or contracts with community partners (Attachment G) that demonstrate support from the community, in which includes compelling support from community members intending to enroll in the school.*

Application Evidence: The amended application included a plan for parent engagement based on need, including ways to support students academically, healthcare resources, parent English classes, and behavioral mental health supports.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 2.4 Personnel/Human Capital: *Staffing projections for each year are robust, align with the educational program and conducive to the school's success.*

Application Deficiency: While the applicant addressed the ratio of special education teachers in year 1 and stated they would add another SPED teacher if needed, the application still did not address the staffing for paraprofessionals based on the targeted demographics.

Rubric Section 2.11 Network Vision, Growth Plan and Capacity: *The applicant clearly describes results of past replication efforts, including how the network has addressed challenges.*

Application Deficiency: The amended application included some information about how the applicant would address the challenges of opening additional schools, but the application did not address the academic underperformance and enrollment issues related to LEAD Brick Church to ensure they could overcome the challenges and risks of their stated outcomes.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 3.1 Planning and Budget Worksheets/3.2 Budget Narrative

The budget worksheet contains reasonable assumptions and budget numbers that reflect all start-up expenses.

Application Deficiency: The funding for transportation, was not amended to ensure adequate funding for year one, which left no margin for inflationary increases.

Rubric Section 3.3 Network Financial Plan

The applicant articulates a sound contingency plan to meet financial needs if anticipated revenues are lower than estimated.

Application Deficiency: While the network financial plan had been updated to exclude LEAD Brick Church, the applicant still did not include capital investments which could lead to a negative net cash position and potentially create a net deficit for the LEAD network.

Evidence Findings

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

Examples of evidence noted by the review team:

Rubric Section 4.1 Portfolio Summary/4.2 Performance Record: Academics

Applicant provides clear, compelling evidence of raising student achievement levels at each school in the network and evidence that the applicant's schools are high performing and successful

Application Deficiency: The amended application referenced that LEAD Cameron MS outcomes for the subgroups of SWD, EL, and ED are greater than the district, but only provided data for Economically Disadvantaged students which did not provide clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful.

Rubric Section 4.3 Performance Record: Operations/Performance Record: Fiscal

The organization is in good standing wherever its schools are located, and there have been revocation, litigation that has resulted in negative outcomes, non-renewals, or financial, organizational, or academic deficiencies

Application Deficiency: The amended application still did not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

LEAD Southeast Ratings

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

Board Vote

Nurses Middle College

Grades	9-12
Enrollment	500
Location/Zone	Nashville, TN

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Academic Plan and Capacity	Partially Meets Standard

Examples of evidence noted by the review team:

Rubric Section 1.6 School Calendar and Schedule: *The school calendar and student schedules meet Tennessee minimum requirements of the equivalent of 180 days of instruction.*

Application Deficiency: The amended application reflected schedules of an early release one day every week which does not meet the required 6.5 hours minimum hours of attendance as outlined in T.C.A. 49-6-3004(e)(1).

Rubric Section 1.9 Recruitment and Enrollment: *The applicant outlines a sound and compelling plan for engaging parents and community partners prior to the school's opening and throughout the life of the school.*

Application Deficiency: While the additional information described community outreach and recruitment efforts, the amount of interest did not indicate high demand for students eligible to enroll, especially since MNPS has existing similar programs in 10 existing high schools.

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Operations Plan and Capacity	Partially Meets the Standards

Examples of evidence noted by the review team:

Rubric Section 2.3 Facilities: The applicant outlines a sound plan and timeline for identifying, financing, renovating, and ensuring code compliance for, a facility.

Application Deficiency: The amended application still included a facility timeline that is unrealistic based on the scope of renovations needed.

Rubric Section 2.5 Professional Development: Professional development opportunities and scheduling effectively support the education program and are likely to maximize success in improving student achievement.

Application Deficiency: The applicant did not amend the schedule so the components of the professional development plan would not be possible since the early release days of one day a week for students did not meet the state minimum requirements outlined in T.C.A. 49-6-3004(e)(1).

Evidence Findings

CATEGORY	REVIEW TEAM RATING
Financial Plan and Capacity	Partially Meets the Standard

Examples of evidence noted by the review team:

Rubric Section 3.1 Planning and Budget Worksheet/3.2 Budget Narrative: *Sound criteria and procedures are in place for selecting contractors for any administrative services.*

Application Deficiency: The amended application indicated that the applicant plans to outsource administrative functions which could result in a loss of direct control over critical operations and challenges in ensuring that services meet organizational standards and expectations.

Application Deficiency: The amended application indicated that many members of the applicant's internal and external teams have not yet been identified, so the team's level of expertise could not be determined.

Evidence Findings

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

Nurses Middle College

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

Board Vote



Charter New Start Amended Application Review Team Findings

Encompass Community School

**Summer 2024 | MNPS Office of
Charter Schools**



**METRO
NASHVILLE
PUBLIC
SCHOOLS**

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Section 1: Report Summary

ABOUT THE STATE LAW

T.C.A. 49-13-108 - The grounds upon which the local board of education based a decision to deny a public charter school application must be stated in writing and must specify objective reasons for the denial. Upon receipt of the grounds for denial, the sponsor has thirty (30) days from receipt to submit an amended application to correct the deficiencies. The local board of education has sixty (60) days from receipt of an amended application to deny or to approve the amended application. If the local board of education fails to approve or deny the amended application within sixty (60) days, the amended application shall be deemed approved.

ABOUT THE PROCESS FOR A NEW START AMENDED APPLICATION

The MNPS Office of Charter Schools' evaluation process is based on the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The Office of Charter Schools oversees the review process and supports the committee. The review committee evaluates the new start amended application utilizing the published evaluation criteria from Tennessee Department of Education (TDOE). The review team looks for responses to corrected deficiencies outlined and identified in the original new start application. The evaluation team reaches a consensus regarding each section of the new start amended application, which comprises the final report produced by the Office of Charter Schools. Each section is rated *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*.

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

ABOUT THE PROPOSED SCHOOL

Encompass Community School Proposal	
Grades	K-8
Enrollment	468
Location/Zone	Whites Creek and Pearl-Cohn clusters

SUMMARY RATING

There are three ratings: *Meets or Exceeds*, *Partially Meets*, or *Does Not Meet*. The Review Committee found that Encompass Community School ***Meets or Exceeds Standard*** in one category and ***Partially Meets Standard*** in two categories. The committee’s evidence findings are outlined on the following pages.

REVIEW COMMITTEE RATINGS ENCOMPASS COMMUNITY SCHOOL	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Meets or Exceeds Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	N/A

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

A core team included in the review and rating of the original new start application and specifically trained to assess the quality and sustainability of a proposed school reviews each new start amended application. Individuals with specific expertise in Special Education, English Language Learners,

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

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

- Director of Exceptional Education
- Coordinator of English Learners
- Data Coach Research Assessment and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Executive Officer of Operations
- Executive Officer of Resource and Strategy
- Partner School Budget and Strategy
- External Consultant

RATINGS AND CRITERIA

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

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

RATING CHARACTERISTICS OF A NEW START AMENDED APPLICATION

The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. Each section is given a rating of *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*. The specific criterion for each standard is indicated below.

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

EVALUATION CATEGORIES FOR A NEW START AMENDED APPLICATION

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

Section 3: Review of New Start Original Application Evidence Findings

This section provides a review of the key findings from the original new start application presented to the MNPS Board of Education on April 23, 2024.

ACADEMIC PLAN DESIGN AND CAPACITY

- The applicant did not provide sufficient evidence about how it would enroll and maintain 468 students since, currently the Whites Creek and Pearl-Cohn clusters have low enrollment numbers.
- Not all identified curricular materials were aligned to TN State Standards and some proposed materials were aligned to Common Core which is prohibited as outlined in T.C.A. 49-6-2206.
- The academic goals were not aligned to the historical data trends of the targeted cluster.

OPERATIONS PLAN AND CAPACITY

- The applicant provided a table of anticipated challenges and action plans but did not adequately address the potential challenges of meeting enrollment targets.
- The applicant included an unrealistic contingency plan that included co-locating with a non-profit organization or daycare.
- The professional development plan was provided; however, the plan did not adequately address special and diverse populations related to accommodations and modifications.

FINANCIAL PLAN DESIGN AND CAPACITY

- The applicant did not have a high level of financial expertise on the network-based staff.
- The applicant appeared to only forecast for 1% inflationary growth, which was below the recommended 2.0-3.5%.
- The applicant intended to outsource many of its financial responsibilities, which could lead to limited organizational oversight.

PORTFOLIO REVIEW AND PERFORMANCE RECORD

Section 4: New Start Amended Application Evidence Findings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Assessments
6. School Calendar and Schedule

7. Special Populations
8. School Culture and Discipline
9. Recruitment and Enrollment
10. Parent and Community Engagement and Support
11. Phase in Turnaround Planning (if applicable)
12. High School Graduation and Postsecondary Readiness (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Academic Plan Design and Capacity section ***Meets or Exceeds Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application included parent responses, enrollment, and demographic data for selecting the community where the school will be located.
- The amended application showed all potential curricula had been vetted to ensure alignment with Tennessee State Standards and allowed for the applicant to carry out their mission and goals.
- The corrective action plan was amended to include end-of-year state, district, and/or internal academic goals. The applicant also set more incremental goals over a timeline of three years.

School Mission and Vision: The amended application provided additional evidence of achievement growth implementing the Morningside Model in the Seattle Public School system at three schools.

Enrollment Summary: The amended application provided additional evidence to address how it will enroll and maintain students by providing graphs showing positive parent responses, more data about the percentage of students who opt out of their zoned school in the targeted clusters with the federal designations of those schools, and tables to demonstrate trends in population density and enrollment projections.

While the applicant did add parent responses, enrollment, and demographic data, they did not provide a sound rationale for selecting the community where the school will be located since the Whites Creek and Pearl Cohn clusters have lower enrollment than other clusters. While the applicant stated they will rank students who are economically disadvantaged as top priority, the district lottery process doesn't allow for giving weight based off student demographic data so they would still need to operate their own enrollment.

Academic Focus and Plan: In the amended application, the applicant provided more statistically reliable research about their academic plan to use the Morningside Model of Generative Instruction (MMGI). The plan included more information regarding foundational to complex skills, fluency and accuracy with direct instruction, and instruction design sequencing to address how they felt their instructional methods would close achievement gaps between subgroups, including special and high-risk populations. All potential curricula had been vetted to ensure alignment with Tennessee State Standards and allowed for the applicant to carry out their mission and goals.

While not all curricula were on the state approved list, under T.C.A § 49-1-201(d), Encompass stated they would apply for a waiver for T.C.A. § 49-6-2206 to allow the Encompass Community School's Board to approve or deny curricular materials which is not allowable since the applicant must seek waivers from the LEA or State Commissioner.

Academic Performance Standards: The corrective action plan was amended to include end-of-year state, district, and/or internal academic goals. The applicant also set more incremental goals over a timeline of three years.

The academic goals were still not aligned to the historical data trends of the targeted cluster. Since the targeted cluster data were not included in the goal setting, the applicant did not demonstrate knowledge of the area in which they propose to open a charter school.

Assessments: The amended application included multiple forms of assessments aligned to skills and knowledge, progress monitoring, survey-level diagnostic assessments, and universal screeners. The applicant stated they will align with the assessment guidelines provided by TDOE. The data analysis

platform was provided as AimwebPlus, also an approved universal screener by TDOE.

School Calendar and Schedule: The school calendar was amended to align closely with the MNPS calendar. Details were provided about how the model would be communicated to parents through sample schedules and plans to create an animated video. The amended application clarified that students would receive access to both grade-level instruction and Direct ESL Services if needed, giving the Personalized Learning Time (PLT) block as an example of when students may receive Direct ESL Services. The daily schedule included in Attachment C supported this, with 60 minutes of Personalized Learning Time included in both the ELA and Math blocks.

However, the plan still included a multi-age grouping model in upper grades when students are navigating more complex social dynamics and may face issues such as bullying or social-emotional struggles. The presence of older and younger students in the same classroom will potentially exacerbate these challenges, as older students may exert influence over younger ones or feel frustrated by differing maturity levels. Additionally, teachers must carefully balance curriculum delivery to meet the needs of students spanning multiple grade levels, which requires a deep understanding of subject matter and differentiated instruction techniques.

Special Populations and At-Risk Students: The amended application included a plan for exiting students from EL services, including continuous monitoring for transitional students in years 1-4 after exiting. The name of the initial English Language Proficiency screener was updated from WAPT to WIDA, but the qualifying scores listed still aligned with the WAPT assessments so the identification process for kindergarten students was still not clear.

School Culture and Discipline: The amended application included steps to hire a bilingual community engagement specialist to ensure the method of translation is valid and reliable. To ensure written and translated text is valid, they stated they will utilize a secondary reader.

However, the student handbook was not amended, so it was still not comprehensive and did not include an acceptable use policy for technology.

Recruitment and Enrollment: The amended application enrollment timeline was adjusted to be more in sync with the district timelines. The applicant provided details and a rationale for target enrollment projects and outreach strategies, along with evidence to support the rationale.

While this additional information was provided, the applicant will still have challenges hitting their enrollment goals because in addition to the MNPS schools they will target, there are 5 charter schools already operating in their target area and none of them are running at full capacity. Brick Church College Prep closed at the end of this school year and returned to the district in part because of continued enrollment decline.

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

OPERATIONS PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

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

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Operations Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- While the applicant amended the application to address challenges related to the start-up budget, the application did not address challenges related to the targeted location, included a realistic and detailed timeline, or the potential challenge of meeting enrollment targets in a quickly changing area.
- While the applicant included details of occupying a building site in year 4, the applicant still did not disclose the two locations of the properties they would utilize in years 1-3 so it could not be analyzed to determine if it aligned with the proposed budget for tenant improvements.

Governance: The amended application still showed that Attachment H: Articles of Incorporation, was filed but not approved. The laws and policies were amended, but no evidence was provided that the board approved the amendments.

Startup Plan: The amended application included additional startup funds, but timelines and locations had not been identified and there were still no contingency plans for facility issues. While the applicant amended the application to address challenges related to the start-up budget, the application did not address challenges related to the targeted location, included a realistic and detailed timeline, or the potential challenge of meeting enrollment targets in a quickly changing area.

Facilities: Details were added to the amended application to indicate how the nutrition services functions of the school would be accommodated in their school as they grow.

However, these details indicated they plan to increase the size of the kitchen beginning in year 4, which assumes a relocation of their facilities which will be disruptive to families. To be in a building in year 4, the new site must be identified in year 1 so that design and construction can occur in time, so this new information in the amendment created additional challenges that were not addressed. While the applicant included details of occupying a building site in year 4, the applicant still did not disclose the two locations of the properties they would utilize in years 1-3 so it could not be analyzed to determine if it aligns with the proposed budget for tenant improvements.

Personnel/Human Capital: The amended application did not address the challenges of the proposed Executive Director's limited background and experience with opening and operating a charter school.

Professional Development: The amended application included details about professional development to include weekly afterschool PD and coaching meetings during the teachers' planning periods. The applicant provided new information on PD for special populations for teachers and provided a list of topics that would be embedded in PD throughout the school year, including additional information on summer SPED training.

Insurance: The amended application included the name of the insurance carrier but did not provide the certificate to verify they have insurance.

Additional Operations: While increases were made to the price of Chromebooks to align with market value, the applicant also added carts in the amended budget so it still cannot be determined if the amount is adequate. The amended application had additional information on safety items that will be installed, but the overall safety plan was not detailed.

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

FINANCIAL PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Planning and Budget Worksheet
2. Budget Narrative
3. Network Financial Plan (if applicable)

Evidence Findings Amended New Start Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Financial Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- While the applicant forecasted for 2% inflationary growth, the amended application included a percentage that is still conservative based on the typical adjustment range.
- The amended application indicated the applicant still intended to outsource many of its financial responsibilities, which can lead to limited organizational oversight.

Planning and Budget Worksheet/Budget Narrative: The amended application provided that the applicant will be awarded an additional \$150,000 more than the original \$600k and had secured a new school venture fund as evidence of securing additional funds for years 0-1. The Executive Director is receiving direct training from GT3 to support their financial expertise. The collaboration between GT3 and the 3rd party payroll provider addressed concerns that both financial and human resource systems will be set up and managed effectively.

However, there was still the heavy reliance on financial back-office providers. Depending heavily on GT3 and the 3rd party payroll provider for critical functions might result in issues if these providers face disruptions or fail to meet expectations and can reduce organizational flexibility and control. Additionally, there is a risk that the external providers may not fully align with the applicant's specific culture and mission, potentially causing a misalignment in priorities. The amended data included a 2% inflation adjustment compared to the 0% mentioned before the amendment; however, 2% inflation is still conservative especially when typical adjustments range from 2.5% to 4% annually. As previously stated, the applicant made increases to the price per Chromebooks to align with market value, but they also included the carts so it still cannot be determined if the budget is adequate.

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Portfolio Summary (if applicable)
2. Performance Record; Academics (if applicable)

3. Performance Record; Operations (if applicable)
4. Performance Record; Fiscal (if applicable)

Evidence Findings New Start Amended Application

This section was not applicable based on the category type and not reviewed or rated by review members.

Section 5: LEA Financial Impact

T.C.A. 49-13-108(c) The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.



Charter New Start Amended Application Review Team Findings

Nashville School of Excellence

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Section 1: Report Summary

ABOUT THE STATE LAW

T.C.A. 49-13-108 - The grounds upon which the local board of education based a decision to deny a public charter school application must be stated in writing and must specify objective reasons for the denial. Upon receipt of the grounds for denial, the sponsor has thirty (30) days from receipt to submit an amended application to correct the deficiencies. The local board of education has sixty (60) days from receipt of an amended application to deny or to approve the amended application. If the local board of education fails to approve or deny the amended application within sixty (60) days, the amended application shall be deemed approved.

ABOUT THE PROCESS FOR A NEW START AMENDED APPLICATION

The MNPS Office of Charter Schools' evaluation process is based on the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The Office of Charter Schools oversees the review process and supports the committee. The review committee evaluates the new start amended application utilizing the published evaluation criteria from Tennessee Department of Education (TDOE). The review team looks for responses to corrected deficiencies outlined and identified in the original new start application. The evaluation team reaches a consensus regarding each section of the new start amended application, which comprises the final report produced by the Office of Charter Schools. Each section is rated *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*.

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application

ABOUT THE PROPOSED SCHOOL

Nashville School of Excellence Proposal	
Grades	6-12
Enrollment	750
Location/Zone	Nolensville Road area

SUMMARY RATING

There are three ratings: *Meets or Exceeds*, *Partially Meets*, or *Does Not Meet*. The Review Committee found that Nashville School of Excellence ***Partially Meets Standard*** in all categories. The committee’s evidence findings are outlined on the following pages.

REVIEW COMMITTEE RATINGS NASHVILLE SCHOOL OF EXCELLENCE	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Partially Meets Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Partially Meets Standard

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

A core team included in the review and rating of the original new start application and specifically trained to assess the quality and sustainability of a proposed school reviews each new start amended application. Individuals with specific expertise in Special Education, English Language Learners,

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

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

- Director of Exceptional Education
- Coordinator of English Learners
- Data Coach Research Assessment and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Executive Officer of Operations
- Executive Officer of Resource and Strategy
- Partner School Budget and Strategy
- External Consultant

RATINGS AND CRITERIA

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

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

RATING CHARACTERISTICS OF A NEW START AMENDED APPLICATION

The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. Each section is given a rating of *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*. The specific criterion for each standard is indicated below.

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

EVALUATION CATEGORIES FOR A NEW START AMENDED APPLICATION

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

Section 3: Review of New Start Original Application Evidence Findings

This section provides a review of the key findings from the original new start application presented to the MNPS Board of Education on April 23, 2024.

ACADEMIC PLAN DESIGN AND CAPACITY

- The mission statement was not measurable, and the STEM education focus was not compelling as this model is common in numerous MNPS schools.
- The schedule showed early release days every Wednesday, which does not meet the required 6.5 hours minimum hours of attendance as outlined in T.C.A 49-6-3004 (e)(1).
- The applicant neither clearly nor persuasively explained how the school's graduation requirements would ensure student readiness for college/career or other postsecondary opportunities, especially to STEM-related fields.

OPERATIONS PLAN AND CAPACITY

- Although the applicant noted a consideration of adding a Nashville parent, none of the board would be governing in Nashville, which could affect meaningful governance and oversight of school performance, operations, and financials.
- The renovation timeline was unrealistic given the applicant only 5 months total to design and execute renovations.
- The applicant intended to procure one school bus for years 1 and 2. The proposal did not include transportation for special needs, homeless or foster transportation.

FINANCIAL PLAN DESIGN AND CAPACITY

- The enrollment projections for year 1 of 330 students were unreasonable based on the high concentration of middle and high schools within the community in the targeted area.
- The amounts budgeted for health insurance, equipment, and supplies were unreasonable for opening a school.
- The application projected 52% of its population (approximately 170 students) would be English Learner students. The staffing assumptions were unreasonable to meet the required ratio with only 1 budgeted position for Year 1 for this subgroup.

PORTFOLIO REVIEW AND PERFORMANCE RECORD

- The overall achievement percentages for the existing schools in the portfolio are below proficiency. In addition, the current ACT scores are underperforming the MNPS average.
- Memphis School of Excellence received a Letter D and TVAAS score of 1 in 2023.

Section 4: New Start Amended Application Evidence Findings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards

5. Assessments
6. School Calendar and Schedule
7. Special Populations
8. School Culture and Discipline
9. Recruitment and Enrollment
10. Parent and Community Engagement and Support
11. Phase in Turnaround Planning (if applicable)
12. High School Graduation and Postsecondary Readiness (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Academic Plan Design and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- While the mission statement had measurable goals, the amended application still did not explain how the STEM education focus will be a more compelling model than what is already offered in numerous MNPS schools.
- The amended application reflect schedules for early release days every Wednesday, which does not meet the required 6.5 minimum hours of attendance as outlined in T.C.A 49-6-3004 (e)(1).
- Although the amended application stated that 79% of respondents to the interest survey indicated an interest in attending an informational session, the application still did not include compelling support from parents who intend to enroll their child in the school.

School Mission and Vision: The amended application had measurable goals for the mission and vision. The amended application still did not explain how the STEM education focus will be a more compelling model than what is offered in numerous MNPS schools. While more information was provided about CTE pathways, they should be determined prior to the school opening so that they can be aligned to local labor market data and high-demand, high-wage job opportunities.

Enrollment Summary: In the amended application, the applicant clarified the targeted school zones of Glenciff and Overton and projected the demographics for race/ethnicity. Overall, the applicant did not demonstrate any weaknesses in the current schools they wish to draw students from or how they would improve outcomes for students. While some information was given about the academic performance of the targeted schools zones, more information was needed about the current performance of the specific subgroups (economically disadvantaged and English Learner students) at the existing schools in the proposed community. As stated previously, the assumption was that students and parents know labor market/demand data better than school leadership. The CTE Pathway(s) should be used to recruit families by being grounded in labor market data and aligned to postsecondary opportunities. Based on the applicant's experience in their Memphis school, there should be some idea of high-demand jobs and career opportunities in the STEM field that would help identify the CTE Pathway prior to the school opening.

Academic Focus and Plan: The model for blended learning was clarified in the amended application. More information was provided about the academic focus and plan for special populations, but it was not in this section. Plans to meet all learners' needs should not only be noted in special populations. Supports, such as Individual Learning Plan- Dyslexia (ILP-Ds) and Response To Intervention (RTI) are for all students, not just special populations of students since they are part of the process of providing support and services to meet the needs of all students. Other than the ELA curriculum, much of the curriculum was still not aligned to Tennessee state standards.

Academic Performance Standards: The amended application clarified that the timeline to meet TNReady achievement levels is by 2028, not at the end of the 10-year term. The applicant clarified that in addition to students who score below the 10th percentile on MAP, other students will be identified for interventions supports based on data and teacher referral. Details were provided about the academic goals, including growth goals aligned to academic needs and achievement levels. English as a Second Language (ESL) services were removed from enrichment periods, which will allow EL students to participate in tiered interventions if needed.

The applicant did not clearly state how the academic goals were aligned to the proposed community the school intends to serve in the Nolensville Road area. For example, the application states, “At least 65% will exit the EL program or move to tailored services” which is not a realistic annual goal given the percentage of EL students in the existing community at Entering or Emerging levels of English proficiency.

Assessments: While the amended application did not clarify that the school will screen for characteristics of dyslexia following TDOE dyslexia resource guide in Section 1.5 Assessments, this information can be found in Section 1.7 Special Populations. The applicant also explained they will use the MAP decision-making crosswalk in grades 6-8 and Universal Reading Screener (URS) matrix for Early Warning Early Warning System (EWS) in 9-12. As stated previously, while this information was related to the special populations section, universal screening and progress monitoring are not just for students in special populations. It is for all students and should be in the assessments section to show knowledge of internal assessment data used for evaluation of the academic program.

School Calendar and Schedule: The application clarified that the start time for school is 7:45AM. The amended application stated that EL students may receive services over two periods on Wednesdays to fulfill the 1-hour requirement. Additionally, they removed ESL services from enrichment periods, which will allow EL students to participate in tiered interventions if needed. The plan for after-school tutoring was amended to align with the teacher’s contracted school day and added funds to cover Saturday tutoring in the budget.

However, the schedule still showed early release days every Wednesday which violates the minimum 6.5 hours of daily attendance as outlined in TCA 49-6-3004 (e)(1)).

Special Populations and At-Risk Students: The application contained an updated staffing table, which included 4.5 ESL Teachers in Year 1. This change was also reflected in the Amended Budget Worksheet, and they adjusted the staffing plan to meet ratios for students with disabilities. The school expanded the process for students to be identified for intervention support to include further data analysis and teacher referral during grade level meetings. Enrichment periods in ELA, math, and science, lasting 45 minutes, will cater to individual student needs.

School Culture and Discipline: The amended application identified that counselors would support Career readiness and interest. While the handbook still did not address incentives for Positive Behavioral Interventions and Supports (PBIS), it was amended to reflect positive behavior supports through PBIS with

orientation at the beginning of the school year.

However, the applicant still used their existing handbook for Memphis, so the details and information were not known for Nashville School of Excellence. They stated they will do that once they are approved, which did not allow for review for sound policies

Recruitment and Enrollment: The enrollment policy was updated to reflect the MNPS choice process timeline. The applicant clarified the team that will be canvassing to support the recruitment and enrollment strategy and provided details about the recruitment plan for special populations.

While additional details were provided about the recruitment plan, the applicant did not provide any plans that set apart the proposed charter school's STEM program from existing MNPS schools. The applicant's community outreach plan was still not compelling enough to demonstrate that it will generate adequate demand to sustain enrollment projections and targets.

Parent and Community Engagement and Support: There was still little evidence the applicant understands their targeted community. Although the application stated that 79% of respondents to the interest survey indicated an interest in attending an informational session, the application still did not include compelling support from parents who intend to enroll their child in the school. Attachment G: Letters of Support still did not include support from Nashville community members intending to enroll in the school. Some of the letters of support, such as the letters from Tim Roberts and Melanie Hines Knapp, explained existing partnerships but did not reference Nashville School of Excellence. They did not provide information in the application that indicated how the board will be responsive to and engage with parents of NSE beyond they are considering adding a Nashville parent, but no names were provided.

High School Graduation and Postsecondary Readiness: Clarification was provided for how numeric grades will be converted to 1-4 level grade points.

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

OPERATIONS PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

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

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Operations Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application still did not identify a member of the Nashville community as a board member to ensure meaningful governance and oversight of school performance, operations, and financials.
The amended application showed the applicant added information in the facilities description about a proposed multi-million-dollar financing plan to fund capital improvements to a leased facility, but this investment via debt service cost was not added to the budget in the first five years of the charter.

Governance: The updated signed and executed by-laws and code of ethics were provided in the amended application.

A Nashville board member still had not been identified prior to the review team analyzing the amended application to ensure a wide range of knowledge and skills needed to oversee a successful charter school. A rationale was still not provided about how this board functions to ensure effective governance and oversight. Several members live in Texas, one lives in Cookeville, and another is a partner in a law firm that is based in Atlanta (but the resume has a Memphis address).

Startup Plan: The applicant had updated the timeline in the start-up plan and stated they will seek a one-year deferment if the 8-month period in their plan is insufficient.

Facilities: The applicant clarified that a Business Manager will be in Nashville during the planning year to oversee facility project management, and they plan to hire a Construction Manager at Risk to serve as coordinator for the school facilities partners.

While the space program was noted as a strength in the original application, the applicant added a “disclaimer” in their amended application indicating that they may not adhere to the space program provided in the application if they can’t fund it which indicates the plan they provide is not sound. In the amended application, the applicant added information about a proposed multi-million financing plan to fund capital improvements to a leased facility, but this investment was not added to the budget in years 0-5. With the applicant paying capital for the tenant improvement, a monthly draw will be expected to pay the contractor during construction. Likewise, debt service costs added into the application were not added into the proposed budget. While the amended budget was balanced, the applicant will run at a negative balance each year until the debt service is paid.

Personnel/Human Capital: The amended application provided that there will be a network manager at both the network and school levels and the principal will be hired in Year 0.

Insurance: The applicant added documentation of coverage at existing schools in the amended application.

Transportation: While the amended application added \$20,000 per year for special needs transportation, this is not adequate for a 10% exceptional education population rate.

Food Service: While the applicant indicated partnering with MNPS, there have been no discussions about this partnership with MNPS other than stating in the amended application that they will reach out if approved.

Additional Operations: The applicant still stated they will develop the safety and security plan and did not provide one from the existing schools. They stated in the amended application that they will provide one upon request.

Network Vision, Growth Plan and Capacity: The applicant provided a timeline for hiring school-based staff and stated that they have experience in determining how to provide support from the network level without adversely impacting existing operations.

However, there was still a lack of a comprehensive network report needed to contain academic analysis of schools and other pertinent data for the review team to evaluate the network capacity.

Network Management: The organizational charts were amended to clarify that the principal reports to the Executive Director and clarification was provided on the role of the Business Manager.

Network Governance: While the amended application indicated plans to address parent participation in board meetings by having virtual offerings, this did not adequately address barriers to attendance, especially for family who are economically disadvantaged.

Network Wide Personnel and Human Capital Projections: The staffing tables were updated by the applicant to reflect the business manager hiring and clarification was provided that the principal will be hired in year 0.

However, the organizational chart still did not clearly delineate the operational responsibilities for school and/or regional staff, and a complete list of school-based leadership had not been identified. The division of responsibilities between school-based and the network team was still unclear.

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

FINANCIAL PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Planning and Budget Worksheet
2. Budget Narrative
3. Network Financial Plan (if applicable)

Evidence Findings Amended New Start Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Financial Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The enrollment projections for year 1 of 330 students in the amended application continued to be unreasonable based on the high concentration of middle and high schools within the community in the targeted area.
- A grant award letter from Project Lead the Way in the amount of \$20,000 to support the STEM focus was added to the amended application, however this letter is for Memphis School of Excellence and not the proposed charter school.

Planning and Budget Worksheet/Budget Narrative: The amended application described how they adjusted the staffing plans to meet the ratios for English language learners and special education students which demonstrated a proactive approach to ensuring compliance with state regulations and addressing the needs of all students.

Despite the indicated interest, evidence was still not provided to support the projection of 330 students in Year 1 given the presence of numerous established middle and high schools in the targeted area. If the projections are not met, it could lead to financial and operational challenges. While the interest survey and community support are indicators, they may not translate into actual enrollment. Relying heavily on these indicators could be risky if they do not result in the expected student numbers. A grant award letter from Project Lead the Way for \$20,000 to support the STEM focus was added to the amended application; however, this letter is for Memphis School of Excellence, not the proposed charter school.

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Portfolio Summary (if applicable)
2. Performance Record; Academics (if applicable)
3. Performance Record; Operations (if applicable)
4. Performance Record; Fiscal (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Portfolio Review and Performance Record section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application still did not provide strategies to demonstrate the applicant could address the low achievement proficiencies and ACT scores of their existing schools added to their network, since the new start application's current ACT scores were underperforming the MNPS average, and Memphis School of Excellent received a Letter D and TVAAS score of 1 in 2023.

Portfolio Summary: Performance Record: Academics: The amended application still did not provide strategies to demonstrate the applicant could address the low achievement proficiencies and ACT scores of their existing schools added to their network, since the new start application's current ACT scores were underperforming the MNPS average, and Memphis School of Excellent received a Letter D and TVAAS score of 1 in 2023.

Performance Record: Operations/Performance Record: The amended application provided updated financial documentation.

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

Section 5: LEA Financial Impact

T.C.A. 49-13-108(c) The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.



Charter New Start Amended Application Review Team Findings

LEAD Cameron Elementary

**Summer 2024 | MNPS Office of
Charter Schools**



**METRO
NASHVILLE
PUBLIC
SCHOOLS**

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Section 5: LEA Financial Impact 13

Section 1: Report Summary

ABOUT THE STATE LAW

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ABOUT THE PROCESS FOR A NEW START AMENDED APPLICATION

The MNPS Office of Charter Schools' evaluation process is based on the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The Office of Charter Schools oversees the review process and supports the committee. The review committee evaluates the new start amended application utilizing the published evaluation criteria from Tennessee Department of Education (TDOE). The review team looks for responses to corrected deficiencies outlined and identified in the original new start application. The evaluation team reaches a consensus regarding each section of the new start amended application, which comprises the final report produced by the Office of Charter Schools. Each section is rated *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*.

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

ABOUT THE PROPOSED SCHOOL

LEAD Cameron Elementary School Proposal	
Grades	K-5
Enrollment	360
Location/Zone	LEAD Cameron Community (Southeast Nashville)

SUMMARY RATING

There are three ratings: *Meets or Exceeds*, *Partially Meets*, or *Does Not Meet*. The Review Committee found that LEAD Cameron Elementary School ***Meets or Exceeds Standard*** in one category **and *Partially Meets Standard*** in three categories. The committee’s evidence findings are outlined on the following pages.

REVIEW COMMITTEE RATINGS LEAD CAMERON ELEMENTARY	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Meets or Exceeds Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Partially Meets Standard

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

A core team included in the review and rating of the original new start application and specifically trained to assess the quality and sustainability of a proposed school reviews each new start amended application. Individuals with specific expertise in Special Education, English Language Learners,

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

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

- Director of Exceptional Education
- Coordinator of English Learners
- Data Coach Research Assessment and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Executive Officer of Operations
- Executive Officer of Resource and Strategy
- Partner School Budget and Strategy
- External Consultant

RATINGS AND CRITERIA

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

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

RATING CHARACTERISTICS OF A NEW START AMENDED APPLICATION

The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. Each section is given a rating of *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*. The specific criterion for each standard is indicated below.

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

EVALUATION CATEGORIES FOR A NEW START AMENDED APPLICATION

The analysis of the new start amended application is based in four categories of any section that was deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

Section 3: Review of New Start Original Application Evidence Findings

This section provides a review of the key findings from the original new start application presented to the MNPS Board of Education on April 23, 2024.

ACADEMIC PLAN DESIGN AND CAPACITY

- The curriculum and range of opportunities lacked details related to at-risk learners, students with disabilities, and English Learners.
- The school calendar and student schedules for ELA instruction in K-2 had a maximum of 120 minutes, while the state recommends 150 minutes in the RTI2 manual.
- There were no letters of support from prospective parents.

OPERATIONS PLAN AND CAPACITY

- The core classrooms, art room, and kitchen did not have sufficient space for the anticipated student population based on the square footage provided.
- Year 1 staff assumptions and projections indicated one teacher to meet the needs of all students with IEPs, EL students, and students with 504 plans.

FINANCIAL PLAN DESIGN AND CAPACITY

- The application noted inadequate funding for insurance costs, textbooks, software, laptops, and other non-salary start-up costs as outlined in the applicant's budget worksheet.
- Transportation for year 1 was for one bus which left no margin for inflationary increases and no provision for students with special transportation needs.
- With the closing of LEAD Brick Church and the proposed opening of LEAD Cameron ES and LEAD Southeast ES, the applicant was at risk of expenses exceeding revenue in FY25.

PORTFOLIO REVIEW AND PERFORMANCE RECORD

- The application highlighted the historical academic context for LEAD Cameron; however, LEAD Cameron also received a bottom 10% designation letter from TDOE for school year 2021-2022. In addition, the application to the TCC for LEAD Brick Church was denied due to academic underperformance.
- The agreement with the ASD with LEAD Brick Church was being non-renewed due to academic underperformance and enrollment issues.

Section 4: New Start Amended Application Evidence Findings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Assessments
6. School Calendar and Schedule

7. Special Populations
8. School Culture and Discipline
9. Recruitment and Enrollment
10. Parent and Community Engagement and Support
11. Phase in Turnaround Planning (if applicable)
12. High School Graduation and Postsecondary Readiness (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Academic Plan Design and Capacity section ***Meets or Exceeds Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application outlined the enrollment plan and provided details of the enrollment trends of existing schools of the Glenclyff and Antioch Clusters.
- The amended application included a plan for parent engagement based on need, including ways to support students academically, healthcare resources, parent English classes, and behavioral mental health supports.

School Mission and Vision: The application was amended to provide more details about how the applicant plans to achieve their mission. Additionally, the application now provided details about the curriculum and opportunities to close achievement gaps.

While more details about the mission statement were provided, the measurable components were not aligned with them in this section to get a clear vision about how the mission will be attained.

Enrollment Summary: The applicant outlined the enrollment plan and provided details on the academic performance and enrollment trends of existing schools in the Glenclyff and Antioch clusters in the amended application.

While details were provided about the academic performance and enrollment trends of the existing schools in those clusters, the targeted clusters already have two charter elementary schools that have minimal growth. The rise in enrollment within the elementary school cluster is primarily attributed to the inclusion of fifth grade into the elementary schools, as mandated by MNPS policy, rather than a significant increase in overall population. With population growth hovering around 0.4%, there is not sufficient demographic expansion evidence to sustain the establishment of new LEAD schools. Two of the network middle schools have closed in part due to lack of enrollment. LEAD Academy HS was moved to co-locate with LEAD Cameron MS, which is also operating at less than 70% utilization. LEAD Academy HS currently has a cap of 825 students but has not exceeded 500 students in the last 5 years of enrollment. Additionally, the applicant provided information about underutilized facilities, but did not account for space at charter schools, additional charter schools that are opening soon, or the districts efforts to build an additional school in the Antioch cluster. While academic performance was added, they included Intrepid, KA@ the Crossings, and STEM Prep, which are not elementary schools. However, they did not include LEAD Cameron which is in the same cluster. Furthermore, the applicant justified this expansion for the continuity of the LEAD experience from kindergarten through twelfth grade. However, recent success metrics, particularly in terms of achievement scores, do not fully support this justification. While there has been notable growth in TVAAS scores, overall achievement scores have not seen substantial improvement in recent years.

Academic Focus and Plan: The applicant described the MTSS model for each tier so the supports to remediate students' academic underperformance was clear. Students will receive mCLASS or

additional assessments to help align intervention. Intervention was provided and appeared in the schedules provided. Progress monitoring information was updated to indicate frequency and data-based decision making and was also described for students with IEPs.

The plan for blended learning was also provided, but the applicant still does not explain the role of the teacher within the blended learning environment.

Academic Performance Standards: The amended application included interventions used for each tier for math and ELA. The applicant provided further information on the promotion/retention and exit policies and standards. The MTSS plan, universal screening and progress monitoring was amended to align with the intervention.

While further information was provided, evidence of how the applicant will measure the success of English Learners was not provided since they indicate they will use ELPA which does not have an AMO since it is a standard goal given by the state each year. Additionally, students with disabilities and English Learners that demonstrate a need for intervention should receive the same evidence-based intervention and progress monitoring to make goals.

Assessments: The applicant provided MTSS Tier cut scores and listed the intervention curriculum. They did not include students who are EL and students with disabilities in universal screening, intervention, and progress monitoring to ensure the academic program aligns with state standards.

School Calendar and Schedule: The amended application had the 150 recommended minutes of ELA in grades 1 and 2, but still did not have the recommended minutes for grade 3-5.

Recruitment and Enrollment: Additional information was provided about canvassing efforts for both elementary schools in the same 4 apartment complexes. While the applicant stated 21 more families have voiced an intent to apply, evidence was still not provided to support a compelling outreach plan to foster demand.

Parent and Community Engagement and Support: The amended application included a plan for parent engagement based on need, including ways to support their child academically, healthcare resources, parent English classes, and behavioral/mental health supports.

While Attachment G: Letters of Support now included some letters from current families, community members, and parents, they still did not include letters from prospective parents for LEAD Cameron ES so there was still insufficient evidence to support that they have contacted many families and are building a waitlist.

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

OPERATIONS PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

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

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Operations Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- While the applicant addressed the ratio of special education teachers in year 1 and stated they would add another SPED teacher if needed, they still did not address the staffing for paraprofessionals based on the targeted demographics.
- The amended application included some information about how the applicant will address the challenges of opening additional schools, but they did not address the academic underperformance and enrollment issues related to LEAD Brick Church to ensure they could overcome the challenges and risks of their stated outcomes.

Startup Plan: While the applicant provided additional details in the startup plan, it still provided that one option is to delay a year. The support schedules that were provided do not have years listed. Additionally, the schedules only allowed for facilities work in May through June, which cannot be reasonably accomplished in a three-month timeline.

Facilities: The amended application contained information to clarify sizes of several spaces in their program adding overall space to the facility; however, they did not indicate their total investment in their new facility, so it cannot be determined if the investment in the project reasonably aligned with the budget.

Personnel/Human Capital: While the applicant addressed the ratio of special education teachers in year 1 and stated they will add another SPED teacher if needed, they still did not address the staffing for

paraprofessionals based on the targeted demographics.

Professional Development: The amended application included School Emergency Preparedness training in the professional development plan, but there was still limited detail on the duration or specifics of the training.

Food Service: The amended application stated that the applicant will contact MNPS to discuss the nutrition contract if approved.

Additional Operations: The amended application provided additional details about the onsite security plan, but it still did not demonstrate an understanding of safety requirements.

Network Vision, Growth Plan and Capacity: The amended application included some information about how the applicant will address the challenges of opening additional schools, but they did not address the academic performance and enrollment issues related to LEAD Brick Church to ensure they can overcome the challenges and risks of their stated outcomes.

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

FINANCIAL PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Planning and Budget Worksheet
2. Budget Narrative
3. Network Financial Plan (if applicable)

Evidence Findings Amended New Start Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Financial Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The funding for transportation was not amended to ensure adequate funding for year one, which leaves no margin for inflationary increases.
- While the network financial plan had been updated to exclude LEAD Brick Church, the applicant still did not include capital investments which could lead to a negative net cash position and potentially create a net deficit for the LEAD network.

Planning and Budget Worksheet/Budget Narrative: The applicant adjusted the start-up and annual budget costs in the amended application, and the adequate square footage was addressed in the long-term facilities replacement costs.

Transportation for year 1 was still for one bus, which leaves no margin for inflationary increases.

Network Financial Plan: The applicant addressed cash flow contingencies in the amended application in Attachment BB: Budget Narrative, outlining strategies if revenue projections are not met. They described having a current cash balance of \$20 million, which they can utilize if necessary. Additionally, they have a \$1 million credit line with Capstar Bank as an additional financial safeguard.

The overall network financial plan for the applicant was updated to exclude LEAD Brick Church. Despite these revisions, there are still concerns as detailed in Attachment CC: Network Financial Plan. Before the amendment, projected revenue and expenses were \$53.4 million and \$49.6 million, respectively. After excluding LEAD Brick Church from the assumptions, the projections are now \$48.2 million in revenue and \$46.8 million in expenses, resulting in a surplus of \$1.427 million. This does not include additional capital investments of \$1.44 million and \$200k in interest income for the year, leading to a net cash position of \$186k for the FY24-25 school year. These figures are concerning because LEAD, as a network, could potentially create a net deficit based on the information provided in Attachment CC: Network Financial Plan.

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Portfolio Summary (if applicable)
2. Performance Record; Academics (if applicable)
3. Performance Record; Operations (if applicable)
4. Performance Record; Fiscal (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Portfolio Review and Performance Record section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application referenced and provided data for only Economically Disadvantaged students which did not provide a clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful.
- The amended application still did not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

Portfolio Summary: Performance Record: Academics: The amended application referenced that LEAD Cameron MS outcomes for students in subgroups of SWD, EL, and ED were greater than the district, but only provided data for Economically Disadvantaged students which did not provide clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful. They did not address the academic performance and enrollment issues at LEAD Brick Church which led to the school being returned to the LEA after failure to move the school from the bottom 10% over 12 years.

Performance Record: Operations/Performance Record: Fiscal: The amended application still does not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

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

Section 5: LEA Financial Impact

T.C.A. 49-13-108(c) The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.



Charter New Start Amended Application Review Team Findings

LEAD Southeast Elementary School

**Summer 2024 | MNPS Office of
Charter Schools**



**METRO
NASHVILLE
PUBLIC
SCHOOLS**

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Section 1: Report Summary

ABOUT THE STATE LAW

T.C.A. 49-13-108 - The grounds upon which the local board of education based a decision to deny a public charter school application must be stated in writing and must specify objective reasons for the denial. Upon receipt of the grounds for denial, the sponsor has thirty (30) days from receipt to submit an amended application to correct the deficiencies. The local board of education has sixty (60) days from receipt of an amended application to deny or to approve the amended application. If the local board of education fails to approve or deny the amended application within sixty (60) days, the amended application shall be deemed approved.

ABOUT THE PROCESS FOR A NEW START AMENDED APPLICATION

The MNPS Office of Charter Schools' evaluation process is based on the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The Office of Charter Schools oversees the review process and supports the committee. The review committee evaluates the new start amended application utilizing the published evaluation criteria from Tennessee Department of Education (TDOE). The review team looks for responses to corrected deficiencies outlined and identified in the original new start application. The evaluation team reaches a consensus regarding each section of the new start amended application, which comprises the final report produced by the Office of Charter Schools. Each section is rated *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*.

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

ABOUT THE PROPOSED SCHOOL

LEAD Southeast Elementary School Proposal	
Grades	K-5
Enrollment	360
Location/Zone	LEAD Southeast Community (Southeast Nashville)

SUMMARY RATING

There are three ratings: *Meets or Exceeds*, *Partially Meets*, or *Does Not Meet*. The Review Committee found that LEAD Southeast Elementary ***Meets or Exceeds Standard*** in one category and ***Partially Meets Standard*** in 3 categories. The committee’s evidence findings are outlined on the following pages.

REVIEW COMMITTEE RATINGS LEAD SOUTHEAST ELEMENTARY	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Meets or Exceeds Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Partially Meets Standard

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

A core team included in the review and rating of the original new start application and specifically trained to assess the quality and sustainability of a proposed school reviews each new start amended application. Individuals with specific expertise in Special Education, English Language Learners,

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

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

- Director of Exceptional Education
- Coordinator of English Learners
- Data Coach Research Assessment and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Executive Officer of Operations
- Executive Officer of Resource and Strategy
- Partner School Budget and Strategy
- External Consultant

RATINGS AND CRITERIA

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

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

RATING CHARACTERISTICS OF A NEW START AMENDED APPLICATION

The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. Each section is given a rating of *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*. The specific criterion for each standard is indicated below.

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

EVALUATION CATEGORIES FOR A NEW START AMENDED APPLICATION

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

Section 3: Review of New Start Original Application Evidence Findings

This section provides a review of the key findings from the original new start application presented to the MNPS Board of Education on April 23, 2024.

ACADEMIC PLAN DESIGN AND CAPACITY

- The curriculum and range of opportunities lacked details related to at-risk learners, students with disabilities, and English Learners.
- The school calendar and student schedules for ELA instruction in K-2 had a maximum of 120 minutes, while the state recommends 150 minutes in the RTI2 manual.
- There were no letters of support from prospective parents.

OPERATIONS PLAN AND CAPACITY

- The core classrooms, art room, and kitchen did not have sufficient space for the anticipated student population based on the square footage provided.
- Year 1 staff assumptions and projections indicated one teacher to meet the needs of all students with IEPs, EL students, and students with 504 plans.

FINANCIAL PLAN DESIGN AND CAPACITY

- The application noted inadequate funding for insurance costs, textbooks, software, laptops, and other non-salary start-up costs as outlined in the applicant's budget worksheet.
- Transportation for year 1 was for one bus which left no margin for inflationary increases and no provision for students with special transportation needs.
- With the closing of LEAD Brick Church and the proposed opening of LEAD Cameron ES and LEAD Southeast ES, the applicant was at risk of expenses exceeding revenue in FY25.

PORTFOLIO REVIEW AND PERFORMANCE RECORD

- The application highlighted the historical academic context for LEAD Cameron; however, LEAD Cameron also received a bottom 10% designation letter from TDOE for school year 2021-2022. In addition, the application to the TCC for LEAD Brick Church was denied due to academic underperformance.
- The agreement with the ASD with LEAD Brick Church was being non-renewed due to academic underperformance and enrollment issues.

Section 4: New Start Amended Application Evidence Findings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Assessments
6. School Calendar and Schedule

7. Special Populations
8. School Culture and Discipline
9. Recruitment and Enrollment
10. Parent and Community Engagement and Support
11. Phase in Turnaround Planning (if applicable)
12. High School Graduation and Postsecondary Readiness (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Academic Plan Design and Capacity section ***Meets or Exceeds Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application outlined the enrollment plan and provided details of the enrollment trends of existing schools of the Glenclyff and Antioch Clusters.
- The amended application included a plan for parent engagement based on need, including ways to support students academically, healthcare resources, parent English classes, and behavioral mental health supports.

School Mission and Vision: The application was amended to provide more details about how the applicant plans to achieve their mission. Additionally, the application now provided details about the curriculum and opportunities to close achievement gaps.

While more details about the mission statement were provided, the measurable components were not aligned with them in this section to get a clear vision about how the mission will be attained.

Enrollment Summary: The applicant outlined the enrollment plan and provided details on the academic performance and enrollment trends of existing schools in the Glenclyff and Antioch clusters in the amended application.

While details were provided about the academic performance and enrollment trends of the existing schools in those clusters, the targeted clusters already have two charter elementary schools that have minimal growth. The rise in enrollment within the elementary school cluster is primarily attributed to the inclusion of fifth grade into the elementary schools, as mandated by MNPS policy, rather than a significant increase in overall population. With population growth hovering around 0.4%, there was not sufficient demographic expansion evidence to sustain the establishment of new LEAD schools. Two of the network middle schools, LEAD Brick Church and LEAD Academy MS, have closed in part due to lack of enrollment. Additionally, the applicant provided information about underutilized facilities, but did not account for space at charter schools, additional charter schools that are opening soon, or the districts efforts to build an additional school in the Antioch cluster. While academic performance was added, they included Intrepid, KA@the Crossings, and STEM Prep, which are not elementary schools. However, they did not include LEAD Cameron which is in the same cluster. Furthermore, the applicant justified this expansion for the continuity of the LEAD experience from kindergarten through twelfth grade. However, recent success metrics, particularly in terms of achievement scores, do not fully support this justification. While there has been notable growth in TVAAS scores, overall achievement scores have not seen substantial improvement in recent years.

Academic Focus and Plan: The applicant described the MTSS model for each tier so the supports to remediate students' academic underperformance was clear. Students will receive mCLASS or additional assessments to help align intervention. Intervention was provided and appeared in the schedules provided. Progress monitoring information was updated to indicate frequency and data-based decision making and was also described for students with IEPs.

The plan for blended learning was also provided, but the applicant still did not explain the role of the teacher within the blended learning environment.

Academic Performance Standards: The amended application included interventions used for each tier for math and ELA. The applicant provided further information on the promotion/retention and exit policies and standards. The MTSS plan, universal screening and progress monitoring was amended to align with the intervention.

While further information was provided, evidence of how the applicant will measure the success of English Learners was not provided since they indicated they will use ELPA which does not have an AMO since it is a standard goal given by the state each year. Additionally, students with disabilities and English Learners that demonstrate a need for intervention should receive the same evidence-based intervention and progress monitoring to make goals.

Assessments: The applicant provided MTSS Tier cut scores and listed the intervention curriculum. They did not include students who are EL and students with disabilities in universal screening, intervention, and progress monitoring to ensure the academic program aligns with state standards.

School Calendar and Schedule: The amended application had the 150 recommended minutes of ELA in grades 1 and 2, but still did not have the recommended minutes for grade 3-5.

Recruitment and Enrollment: Additional information was provided about canvassing efforts for both elementary schools in the same 4 apartment complexes. While the applicant stated 32 more families have voiced an intent to apply, evidence was still not provided to support a compelling outreach plan to foster demand.

Parent and Community Engagement and Support: The amended application now includes a plan for parent engagement based on need, including ways to support their child academically, healthcare resources, parent English classes, and behavioral/mental health supports.

While Attachment G: Letters of Support now includes some letters from current families, community members, and parents, they only have one letter from a prospective parent for LEAD Southeast ES and one from a prospective parent for LEAD Cameron ES so there was still insufficient evidence to support that they have contacted many families and are building a waitlist.

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

OPERATIONS PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

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

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Operations Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- While the applicant addressed the ratio of special education teachers in year 1 and stated they would add another SPED teacher if needed, they still did not address the staffing for paraprofessionals based on the targeted demographics.
- The amended application included some information about how the applicant will address the challenges of opening additional schools, but they did not address the academic underperformance and enrollment issues related to LEAD Brick Church to ensure they could overcome the challenges and risks of their stated outcomes.

Startup Plan: While the applicant provided additional details in the startup plan, it still provided that one option is to delay a year. The support schedules that were provided do not have years listed. Additionally, the schedules only allowed for facilities work in May through June, which cannot be reasonably accomplished in a three-month timeline.

Facilities: The amended application contained information to clarify sizes of several spaces in their program adding overall space to the facility; however, they did not indicate their total investment in their new facility, so it cannot be determined if the investment in the project reasonably aligned with the budget.

Personnel/Human Capital: While the applicant addressed the ratio of special education teachers in year 1 and stated they will add another SPED teacher if needed, they still did not address the staffing for paraprofessionals based on the targeted demographics.

Professional Development: The amended application included School Emergency Preparedness training in the professional development plan, but there was still limited detail on the duration or specifics of the training.

Food Service: The amended application stated that the applicant will contact MNPS to discuss the nutrition contract if approved.

Additional Operations: The amended application provided additional details about the onsite security plan, but it still did not demonstrate an understanding of safety requirements.

Network Vision, Growth Plan and Capacity: The amended application included some information about how the applicant will address the challenges of opening additional schools, but they did not address the academic performance and enrollment issues related to LEAD Brick Church to ensure they can overcome the challenges and risks of their stated outcomes.

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

FINANCIAL PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Planning and Budget Worksheet
2. Budget Narrative
3. Network Financial Plan (if applicable)

Evidence Findings Amended New Start Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Financial Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The funding for transportation was not amended to ensure adequate funding for year one, which leaves no margin for inflationary increases.
- While the network financial plan had been updated to exclude LEAD Brick Church, the applicant still did not include capital investments which could lead to a negative net cash position and potentially create a net deficit for the LEAD network.

Planning and Budget Worksheet/Budget Narrative: The applicant adjusted the start-up and annual budget costs in the amended application, and the adequate square footage was addressed in the long-term facilities replacement costs.

Transportation for year 1 was still for one bus, which leaves no margin for inflationary increases.

Network Financial Plan: The applicant addressed cash flow contingencies in the amended application in Attachment BB: Budget Narrative, outlining strategies if revenue projections were not met. They described having a current cash balance of \$20 million, which they can utilize if necessary. Additionally, they have a \$1 million credit line with Capstar Bank as an additional financial safeguard.

The overall network financial plan for the applicant was updated to exclude LEAD Brick Church. Despite these revisions, there are still concerns as detailed in Attachment CC: Network Financial Plan. Before the amendment, projected revenue and expenses were \$53.4 million and \$49.6 million, respectively. After excluding LEAD Brick Church from the assumptions, the projections are now \$48.2 million in revenue and \$46.8 million in expenses, resulting in a surplus of \$1.427 million. This did not include additional capital investments of \$1.44 million and \$200k in interest income for the year, leading to a net cash position of \$186k for the FY24-25 school year. These figures are concerning because LEAD, as a network, could potentially create a net deficit based on the information provided in Attachment CC: Network Financial Plan.

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Portfolio Summary (if applicable)
2. Performance Record; Academics (if applicable)
3. Performance Record; Operations (if applicable)
4. Performance Record; Fiscal (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Portfolio Review and Performance Record section **Partially Meets Standard**. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application referenced that LEAD Cameron MS outcomes for the subgroups of SWD, EL, and ED are greater than the district, but only provided data for Economically Disadvantaged students which did not provide clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful.
- The amended application still did not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

Portfolio Summary: Performance Record: Academics: The amended application referenced that LEAD Cameron MS outcomes for students in subgroups of SWD, EL, and ED were greater than the district, but only provided data for Economically Disadvantaged students which did not provide clear, compelling evidence of raising student achievement levels at each school in the network or evidence that the applicant's schools are high performing and successful. They did not address the academic performance and enrollment issues at LEAD Brick Church which led to the school being returned to the LEA after failure to move the school from the bottom 10% over 12 years.

Performance Record: Operations/Performance Record: Fiscal: The amended application still does not address issues with LEAD Brick Church not being renewed due to academic underperformance and enrollment issues.

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

Section 5: LEA Financial Impact

T.C.A. 49-13-108(c) The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.



Charter New Start Amended Application Review Team Findings

Nurses Middle College

**Summer 2024 | MNPS Office of
Charter Schools**



**METRO
NASHVILLE
PUBLIC
SCHOOLS**

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Section 1: Report Summary

ABOUT THE STATE LAW

T.C.A. 49-13-108 - The grounds upon which the local board of education based a decision to deny a public charter school application must be stated in writing and must specify objective reasons for the denial. Upon receipt of the grounds for denial, the sponsor has thirty (30) days from receipt to submit an amended application to correct the deficiencies. The local board of education has sixty (60) days from receipt of an amended application to deny or to approve the amended application. If the local board of education fails to approve or deny the amended application within sixty (60) days, the amended application shall be deemed approved.

ABOUT THE PROCESS FOR A NEW START AMENDED APPLICATION

The MNPS Office of Charter Schools' evaluation process is based on the National Association of Charter School Authorizers standards, which adhere to best practices from authorizers across the country and have also gained statewide and national recognition as rigorous, thorough, fair and impartial practices. A review committee is specifically trained to assess the quality and sustainability of a proposed school. The Office of Charter Schools oversees the review process and supports the committee. The review committee evaluates the new start amended application utilizing the published evaluation criteria from Tennessee Department of Education (TDOE). The review team looks for responses to corrected deficiencies outlined and identified in the original new start application. The evaluation team reaches a consensus regarding each section of the new start amended application, which comprises the final report produced by the Office of Charter Schools. Each section is rated *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*.

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

ABOUT THE PROPOSED SCHOOL

Nurses Middle College Proposal	
Grades	9-12
Enrollment	500
Location/Zone	Nashville, TN

SUMMARY RATING

There are three ratings: *Meets or Exceeds*, *Partially Meets*, or *Does Not Meet*. The Review Committee found that Nurses Middle College **Partially Meets Standard** in all categories. The committee’s evidence findings are outlined on the following pages.

REVIEW COMMITTEE RATINGS NURSES MIDDLE COLLEGE	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Partially Meets Standard
Operations Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	N/A

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

A core team included in the review and rating of the original new start application and specifically trained to assess the quality and sustainability of a proposed school reviews each new start amended application. Individuals with specific expertise in Special Education, English Language Learners,

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

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

- Director of Exceptional Education
- Coordinator of English Learners
- Data Coach Research Assessment and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Executive Officer of Operations
- Executive Officer of Resource and Strategy
- Partner School Budget and Strategy
- External Consultant

RATINGS AND CRITERIA

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

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

RATING CHARACTERISTICS OF A NEW START AMENDED APPLICATION

The review committee evaluates the new start amended application utilizing the published evaluation criteria from TDOE. Each section is given a rating of *Meets or Exceeds Standard*, *Partially Meets Standard*, or *Does Not Meet Standard*. The specific criterion for each standard is indicated below.

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

EVALUATION CATEGORIES FOR A NEW START AMENDED APPLICATION

The analysis of the new start amended application is based in four categories of any section that were deemed *Partially* or *Does Not Meet* standard from the following sections of the original new start application:

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

The review team looks for responses of corrected deficiencies outlined and identified in the original new start application.

This report includes a summary of evidence justifying the review team's scores of the new start amended application. The report indicates the review team's consensus rating for each evaluation category in Section 4 of the new start amended application.

Section 3: Review of New Start Original Application Evidence Findings

This section provides a review of the key findings from the original new start application presented to the MNPS Board of Education on April 23, 2024.

ACADEMIC PLAN DESIGN AND CAPACITY

- Limiting career academy pathways to one school was not the research-based career academy model. There was only a single pathway at this school, where 83% of MNPS academy schools offer multiple pathways for student choice and the ability to switch without having to change schools. MNPS currently offers similar health career models in existing high school academies, and concerns were noted that it could lead to a lack of coordination of business and university stakeholders.
- The schedules provided included an early release day every Wednesday which does not meet the required 6.5 hours minimum hours of attendance as outlined in T.C.A. 49-6-3004(e)(1).
- The application did not include compelling evidence from parents interested in enrolling their student in the school.

OPERATIONS PLAN AND CAPACITY

- The board had limited experience in the operation of schools in Tennessee.
- The proposed gymnasium was unreasonable with only 2,000 SF and details were not provided about how the state-required 90 minutes per week of physical activity could be achieved in a school for 500 students.
- Components of the professional development plan would not be possible since the early release days for students did not meet the state minimum requirements outlined in T.C.A. 49-6-3004(e)(1).

FINANCIAL PLAN DESIGN AND CAPACITY

- The budget for Year 1 displayed a sole reliance on a Bloomberg grant of approximately \$2.1 million and a CSP start-up grant of \$750,000 as the only sources of revenue.
- The applicant did not demonstrate a high level of financial expertise and only had a plan to hire a qualified candidate.

PORTFOLIO REVIEW AND PERFORMANCE RECORD

Section 4: New Start Amended Application Evidence Findings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan

4. Academic Performance Standards
5. Assessments
6. School Calendar and Schedule
7. Special Populations
8. School Culture and Discipline
9. Recruitment and Enrollment
10. Parent and Community Engagement and Support
11. Phase in Turnaround Planning (if applicable)
12. High School Graduation and Postsecondary Readiness (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Academic Plan Design and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application reflected schedules of an early release one day every week which does not meet the required 6.5 minimum hours of attendance as outlined in T.C.A. 49-6-3004(e)(1).
- While the additional information described community outreach and recruitment efforts, the amount of interest did not indicate a high demand for students eligible to enroll, especially since MNPS has existing similar programs in 10 existing high schools.

School Mission and Vision: The amended application provided more details about the student outcomes and growth goals. An explanation was provided to clarify that the target population of “diverse group of students” referred to students who are economically disadvantaged, students with disabilities, and students who are English Learners. More research was provided to support their decision to offer nursing as the only pathway for students who enroll in their proposed charter school.

While the applicant provided clarity related to the target population, they still did not provide a description of diversity based on ethnicity or gender. Additional research was provided, but it did not support the goal of having 95% of graduates enter the workforce or pursue a postsecondary degree in nursing or an allied healthcare field. While the applicant described how the Pillars of Nursing would address burnout in the nursing field, they also stated that students will earn a Certified Nursing Assistant (C.NA) credential, which is not unique from the existing MNPS healthcare academies at Cane Ridge HS, Glencliff HS, Hillsboro HS, James Lawson HS, John Overton HS, Maplewood HS, McGavock HS, Pearl Cohn HS, and Whites Creek HS.

Enrollment Summary: The amended application included the zip codes and MNPS clusters (Antioch, Cane Ridge, Glencliff, Hunters Lane, Pearl-Cohn, and Whites Creek) where the applicant plans to recruit. The applicant provided specific zip codes from MNPS clusters they would prioritize when recruiting, but they did not analyze the enrollment trends and academic performance in those target areas. Additionally, the identified areas cover a large portion of the district making it challenging to predict where the impact will be. The applicant did not provide a sound rationale for the predicted percentage of recruiting 37% of students who are economically disadvantaged since this is high based on the current district enrollment of 31%. The amended application also stated they will not implement any specialized enrollment criteria, but also stated that the applicant will recruit students who are economically disadvantaged. Thus, the enrollment targets were still not clearly explained or consistent. Additionally, the applicant did not provide the percentage of students who indicated they would like to enroll who met the “diversity” or “economically disadvantaged” criteria to see if the potential students align with their proposed demographics. While they may make exceptions to their enrollment model, they did not provide evidence that this will prevent future funding implications based on student attrition.

Academic Focus and Plan: Crosswalks for ELA and math were added to the amended application to establish how the curriculum is aligned to Tennessee state standards. The applicant chose a reading curriculum, American Reading Company, and included a crosswalk of how the curriculum meets standards. They stated they will seek a waiver for science courses designed by the CMO. The applicant stated blended learning will be provided and built into the curricula. The RTI framework was addressed for special populations.

The amended application did not provide a crosswalk for social studies and only stated that the CMO will develop the crosswalk. Hence, alignment with Tennessee standards cannot be determined. While the applicant stated that a blended learning model will assist in closing achievement gaps for students of color and economically disadvantaged students, no evidence was provided to support this.

Academic Performance Standards: The amended application now included annual student outcomes and measurable and mission-specific growth goals. Academic goals were aligned with the current TDOE Model Performance Framework and TDOE letter grades. The amended application addressed the academic plan for students with disabilities and English Learners beyond RTI. Additionally, the promotion/retention policies and standards were more defined.

The applicant stated they will apply for a waiver for the computer science requirement, but this is not allowable, so the applicant still did not have a plan to address this required course. While the academic plan for students with disabilities and English Learners was provided, the applicant did not include that this population will need access to evidence-based interventions, participate in universal screening, and be progress monitored when receiving intervention. The applicant stated they are not applying to be a CTE school, nor will they implement TDOE CTE health-science competencies. The CNA exam is grounded in health-science competencies, the courses will need to cover specific competencies high school graduates are expected to know when entering a postsecondary program. The applicant did not provide a sound rationale as to why they will follow Tennessee academic standards but not national CTE standards to provide evidence of high student learning expectations.

Assessments: The amended application information clarified that Renaissance STAR will be used for the Fall, Winter, and Spring early warning systems, final exams, and curriculum-embedded assessments. The process to address how the school will ensure universal screening aligned with the updated Tennessee RTI² framework for early warning systems and follow-up screening on at-risk students was provided in the application in Section 1.7: Special Populations.

While the process to ensure universal screening for special populations was provided, the applicant only mentioned this process in the special populations section and not in the assessments section to ensure they understand that this screening process is for all students, not just special populations.

School Calendar and Schedule: The amended application provided more information about how the school schedule will provide Direct ESL services and Tier III intervention.

While more information was provided in the amended application about Tier III intervention, the applicant did not clarify how students who will benefit from both ESL services and Tier II or Tier III academic interventions will have access to both services. Based on the schedule provided, students who are English Learners and students with disabilities will not have equitable access to dual enrollment courses in grades 11-12 since they receive intervention during the flex block which will not allow them to participate in dual enrollment courses during this time. Information was not provided about the timeframe for these students to complete (up to five) dual enrollment courses. The applicant's approach to waiting to implement tutoring after school seems to be reflective of a reactionary model versus a proactive model. Health science courses are challenging. Hence, students will need additional instructional support outside of school hours. The amended application was only updated with the language of TCA 49-6-3004(e)(1), but the school schedule still included early dismissal one day every week and was not updated to meet the required 6.5 hours minimum daily hours of attendance.

Special Populations and At-Risk Students: The amended application clarified that additional duties of teachers of English Learners and students with disabilities may occur outside of the school day. Thus, direct services hours for students are not impacted. The applicant described a plan to allocate \$25,000 for contract services to be competitive for support services. Clarification was also provided about how Tier III

requirements can be accomplished for grades 11 and 12. More details were provided about when and how each service delivery model will be utilized. The Home Language Survey (HLS) procedures outlined in the amended application aligned with the State Board Rule. The school clarified that they will not administer an HLS if one has been previously completed.

However, the amended application did not provide a sound rationale to explain why the Director of Nursing will oversee CNA competencies, and the Director of Teaching and Learning will oversee instruction in other courses. Furthermore, academic competencies should be embedded in health science coursework.

School Culture and Discipline: The amended application showed updates to the Student Handbook to reflect Positive Behavior Intervention and Support (PBIS).

Recruitment and Enrollment: The amended application had additional information about community outreach and recruitment efforts in the targeted zip codes. The timeline was updated to align with the MNPS lottery process.

While the additional information described community outreach and recruitment efforts, the amount of interest did not indicate a high demand for students eligible to enroll, especially since MNPS has existing similar programs in 10 high schools. Those interested in enrolling may face challenges since the application stated they will only accept electronically submitted applications.

Parent and Community Engagement and Support: The amended application had additional information about community outreach and recruitment efforts in the targeted zip codes. The applicant provided additional letters of community support from grants, hospitals, and colleges.

Although the application indicated parent interest, the letters of support still did not include prospective parents. Potential partnerships were still not finalized. While the applicant stated they intend to complement the schools in MNPS that offer health career pathways, they did not offer any significant details about how this is possible.

High School Graduation and Postsecondary Readiness: The applicant only addressed the computer science course requirement by stating they will seek a waiver, which cannot be granted by state law. Hence, students may not be able to meet Tennessee graduation requirements. The plan to have the students complete math courses by the end of grade 11 does not meet the state requirements to take a math course during grade 12. The applicant still did not address what happens in a situation when a freshman or sophomore can complete algebra in one semester versus the two semesters allocated.

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

OPERATIONS PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Governance
2. Start Up Plan
3. Facilities
4. Personnel/Human Capital

5. Professional Development
6. Insurance
7. Transportation
8. Food Service
9. Additional Operations
10. Charter Management Organization (if applicable)
11. Network Vision, Growth Plan, & Capacity
12. Network Management
13. Network Governance
14. Network-Wide Personnel and Human Capital Projections
15. School Replication (if applicable)

Evidence Findings New Start Amended Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Operations Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application still included an unrealistic facility timeline based on the scope of renovations needed.
- The applicant did not amend the schedule. Thus, the components of the professional development plan would not be possible since the early release days of one-day-a-week for students did not meet the state minimum requirements outlined in T.C.A. 49-6-3004(e)(1).

Governance: The applicant increased the size of the board from four to six members. The applicant provided no reason for why they are still waiting for approval of their nonprofit status.

Startup Plan: The amended application still did not address the issues in the startup budget. The compensation column still had expenditures (such as contracts, curricular assessments, programs, resources, and supplies) listed as “Salary,” which require monetary expenditures beyond the salary of the person coordinating them. Other than a Syndaver cadaver listed in year 3 for “other equipment,” the amended application did not list the additional equipment required to pass the C.N.A. exam in years 3-5.

Facilities: The amended application stated they will increase the size of the gymnasium from 2,000 square feet to 5,000 square feet, which will be a more reasonable size for the student population’s size. The applicant also stated they have increased the number of facilities to investigate for lease from 2 to 3. However, there were still significant issues that were not addressed. In years 1-3, there was still no allowance for a kitchen and no rationale was provided about how they will provide high quality meals since even catered operations need spaces for storage and warming. While the applicant is now considering three facilities, the timeline presented in the application had lease terms being completed in June 2024 and the design starting in July 2024. The applicant did not include additional information about how to compress this schedule now that they are beyond these dates and this work has not been completed. While the original plan did not seem realistic, the schedule will now have to compress even more, and no information was provided from the applicant about how they will get the construction completed in the new proposed timeline. Furthermore, there was no specific information provided on their proposed facilities. Hence, an assessment cannot be made as to whether their construction plans, or contingency plans are sufficient. Given that they propose opening in shortly over a year, it does not seem likely that any plan involving significant renovations can be successfully accomplished in the time available. Finally, the

applicant stated they will contract a local architect to ensure the facility meets all code requirements, but there was no evidence of funding in the budget for this architect.

Personnel/Human Capital: The amended application indicates the applicant has hired an executive director and accelerated the hiring of other staff.

However, the new executive director has no experience operating a traditional or charter school, and their teaching experience is in nursing at the collegiate level rather than high school. Additionally, with most nursing instructors being provided by partners, no information is given about how they will ensure those nurses are skilled in instructional strategies.

Professional Development: The professional development plan in the amended application included a basic reference to safety and response training.

Since the applicant did not amend the schedule, some of the professional development plans will still not be possible since the early release days for students do not meet the state minimum requirements outlined in TCA 49-6-3004(e)(1) and the schedule will have to be adjusted.

Insurance: The amended application had a letter stating they have started the process of applying for insurance with Utica insurance, but they still did not provide a certificate of coverage.

Transportation: Additional information was provided in the amended application about how the applicant projected transportation costs.

However, it was still not clear how they will provide transportation for students to extra-curricular and work-based learning classes. The application also provided they will allocate \$25,000 per year for special needs transportation, but they did not address how they will budget for students who require individualized transportation.

Food Service: The applicant stated they will contract with MNPS and provide free breakfast and lunch for students; however, they still have not reached out to discuss contracts with MNPS. While the applicant indicated they will provide meals at no charge, this would be determined by meeting the requirements for Community Eligibility Provision (CEP) or a subsidy from the school. The applicant still did not provide a contingency plan if they cannot contract with MNPS.

Additional Operations: The applicant stated in the amended application that they will align with the Tennessee safety plan template.

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

FINANCIAL PLAN AND CAPACITY

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Planning and Budget Worksheet
2. Budget Narrative
3. Network Financial Plan (if applicable)

Evidence Findings Amended New Start Application

After a thorough review of the new start amended application, the review team concluded that the new start amended application for the Financial Plan and Capacity section ***Partially Meets Standard***. The review team outlined and identified the following summary of key characteristics from the amended application:

- The amended application indicated that the applicant plans to outsource administrative functions, which could result in a loss of direct control over critical operations and challenges in ensuring that services meet organizational standards and expectations.
- The amended application indicated that many members of the applicant's internal and external teams have not yet been identified, so the team's level of expertise could not be determined.

Planning and Budget Worksheet/Budget Narrative: The amended application stated a back-office service provider will assist the Business Operation Manager to ensure a high level of financial expertise which can streamline administrative functions such as payroll processing, human resources management, and financial reporting.

However, outsourcing administrative functions may result in a loss of direct control over critical operations, and there may be challenges in ensuring that services meet organizational standards and expectations. Additionally, many members of the applicant's internal and external teams have not yet been identified, so the team's level of expertise cannot be determined. Additionally, C.N.A. equipment was not listed beyond one item added to the budget in year 3.

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

The review committee should consider if the application provides clear evidence that addresses any deficiencies outlined and identified in the original new start application from the following:

1. Portfolio Summary (if applicable)
2. Performance Record; Academics (if applicable)
3. Performance Record; Operations (if applicable)
4. Performance Record; Fiscal (if applicable)

Evidence Findings New Start Amended Application

This section was not applicable based on the category type and not reviewed or rated by review members.

Section 5: LEA Financial Impact

T.C.A. 49-13-108(c) The local board of education may consider whether the establishment of the proposed public charter school will have a substantial negative fiscal impact on the LEA such that authorization of the public charter school would be contrary to the best interest of the students, LEA, or community.

Metropolitan Nashville Public Schools
Sales Tax Collections
As of July 20, 2024

General Purpose Fund

MONTH	2023-2024 Projection	TOTAL 2023-2024 COLLECTIONS	\$ Change For Month - FY24 Projection	% Change For Month - FY24 Projection	% Increase / Decrease Year- To-Date
September	\$29,614,730.71	\$23,500,346.50	(\$6,114,384.21)	-20.65%	-20.65%
October	31,300,471.66	30,353,786.31	(946,685.35)	-3.02%	-11.58%
November	32,275,358.53	30,414,845.48	(1,860,513.05)	-5.76%	-9.57%
December	32,893,416.28	31,955,643.83	(937,772.45)	-2.85%	-7.82%
January	31,779,095.35	30,477,016.30	(1,302,079.05)	-4.10%	-7.07%
February	35,682,401.73	34,859,859.72	(822,542.01)	-2.31%	-6.19%
March	29,103,582.21	26,938,594.10	(2,164,988.11)	-7.44%	-6.35%
April	29,031,422.83	28,829,060.98	(202,361.85)	-0.70%	-5.70%
May	33,945,570.52	31,701,595.17	(2,243,975.35)	-6.61%	-5.81%
June	32,571,772.75	32,319,021.42	(252,751.33)	-0.78%	-5.29%
July	34,915,238.30	32,706,545.78	(2,208,692.52)	-6.33%	-5.40%
August	34,936,439.13				
TOTAL	\$388,049,500.00	\$334,056,315.59	(\$19,056,745.28)		-5.40%

Debt Service Fund

MONTH	2023-2024 Projection	TOTAL 2023-2024 COLLECTIONS	\$ Change For Month - FY24 Projection	% Change For Month - FY24 Projection	% Increase / Decrease Year- To-Date
September	\$5,585,730.06	\$4,433,949.71	(\$1,151,780.35)	-20.62%	-20.62%
October	5,905,807.72	5,727,028.84	(178,778.88)	-3.03%	-11.58%
November	6,089,750.46	5,738,549.23	(351,201.23)	-5.77%	-9.57%
December	6,206,366.29	6,029,260.79	(177,105.50)	-2.85%	-7.81%
January	5,996,114.96	5,750,279.37	(245,835.59)	-4.10%	-7.07%
February	6,732,595.15	6,577,216.43	(155,378.72)	-2.31%	-6.19%
March	5,491,296.18	5,082,664.27	(408,631.91)	-7.44%	-6.35%
April	5,477,681.06	5,439,349.87	(38,331.19)	-0.70%	-5.70%
May	6,404,887.91	5,981,327.93	(423,559.98)	-6.61%	-5.81%
June	6,145,678.22	6,097,821.40	(47,856.82)	-0.78%	-5.29%
July	6,587,845.91	6,170,937.92	(416,907.99)	-6.33%	-5.40%
August	6,591,846.09				
TOTAL	\$73,215,600.00	\$63,028,385.76	(\$3,595,368.15)		-5.40%