



AGENDA

METROPOLITAN BOARD OF PUBLIC EDUCATION

2601 Bransford Avenue, Nashville, TN 37204

Regular Meeting – April 25, 2023 – 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. TSSAA 2A Mr. Basketball – Jaylen Jones, East Nashville High School
- B. 2023 National Distinguished Principal of the Year for Tennessee
Dr. Tara Loba, Executive Principal, Andrew Jackson Elementary School
- C. MNPS Valedictorians and Salutatorians:
 - Antioch Val: Parker M. Buchanan, Sal: Annilet Gomez Montelier
 - Big Picture Val: Rachel Melaine Cohen, Sal: Jared Atticus Barnes
 - Cane Ridge Val: Kylan Owen Wilson, Sal: Kelsey Rhea Lusk
 - Early College Val: Zoe Madison Weigel, Sal: Kylie Mei-Lin Hilsen
 - East Nashville Val: Anaya Nicole Turnipseed, Sal: Sanaa Janae Copeland
 - Glenclyff Val: Bao Mai Le, Sal: Rosa Angela Abrego
 - Hillsboro Val: Carl Niklas Schmidt, Sal: Mohamed Nazir Sankari
 - Hillwood Val: Samirakhon Makhkamjonova, Sal: Samantha Van Mullins
 - Hume Fogg Val: Roger Pengfei Chen, Sal: Lisa Yerin Kim
 - Hunters Lane Val: Galilea Estefania Ramirez, Sal: Makayla Victoria Inmon
 - Maplewood Val: T'Kiah Denae Carter, Sal: Sheryll A. Vestal
 - McGavock Val: Carissa Kim, Sal: Jayden Drew Gaddes
 - MLK Magnet Val: Gregory Gomez, Sal: Eben Negasi
 - NSA Val: Laura Jean Ellis, Sal: Caia Jessica Cupolo
 - Overton Val: Kennedy Grace Cross, Sal: Hermena Labib Mikhael
 - Pearl Cohn Val: Aliyah Ashrah Dhies, Sal: Doyel Cockrill III

- Stratford Val: Benjamin Scott Strausbaugh, Sal: Jacob Dakota Cesario
- Whites Creek Val: Jo'Misha Michelle Fenton, Sal: Aaron Espinoza Moreno
- Virtual Val: Conor Michael Patton, Sal: Kailey Juliana Wilson

III. DIRECTOR'S REPORT

- A. Tenet III: Create and support rigorous and personalized learning experiences for all students.
- Promising Scholars
 - Accelerating Scholars
 - Enriching Scholars

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 three minutes or less. Comments will be timed.

V. GOVERNANCE ISSUES

- A. Actions
1. Consent
 - a. Approval of Minutes – 4/11/2023 – Regular Meeting and Teacher Hearing
 - b. Awarding of Purchases and Contracts
 1. Advanced Mechanical Contractors, Inc.
 2. Eskola, LLC
 3. McGraw-Hill School Education, LLC
 4. Messer Construction Company
 5. Metis Associates, Inc.
 6. Public Consulting Group, LLC
 7. School Nurse Supply, Inc.
 8. School Specialty, LLC
 - c. Legal Settlement Claim C-42807 (\$13,000.00)
 2. Charter School New Start Applications:
 - Pathways in Education
 - Invictus Nashville
 - Nashville Collegiate Prep High School

VI. WRITTEN INFORMATION TO THE BOARD

- A. Sales Tax Collections as of 4/20/2023

VII. ANNOUNCEMENTS

VIII. ADJOURNMENT

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD MEETING –

April 11, 2023

Members Present: Rachael Anne Elrod, Chair, Freda Player – Vice-Chair, Erin O-Hara Block, Christiane Buggs (left at 6:20 pm), Emily Masters, Abigail Tylor, Cheryl Mayes, and Berthena Nabaa-Mckinney

Student Board Member: Abenezer Haile and Alayna Mitchell

Student Board Member Absent: Sharon Gentry

Meeting called to order: 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 Alayna Mitchell
- C. Adoption of the Agenda

Motion to adopt the agenda with changes.

By Christiane Buggs, seconded Freda Player

Motion Passes

Vote: 8-0 Unanimous

AWARDS AND RECOGNITIONS

- A. Team MNPS Members Helping Our Neighbors
- B. National Board-Certified Teachers – The Board and Dr. Battle recognized the below new National Board-Certified Teachers:
 - Michael Beno, MNPS Office of English Learners
 - Dr. Theresa Bogema, MNPS Virtual School
 - Christina Butler, John Overton High School
 - Mackenzie Coveney, John Overton High School
 - Zach Fox, Martin Luther King Jr. Academic Magnet High School
 - Lacey Galbraith, John Overton High School
 - Tyler Selbrade, Martin Luther King Jr. Academic Magnet High School
 - Hannah Younker, Glenview Elementary School

C. The Board and Dr. Battle recognized the below National Board-Certified Teachers who maintained certification:

- Tina Atkinson, Percy Priest Elementary School
- Whit Campbell, Martin Luther King Jr. Academic Magnet High School
- Julie Dernberger, Neely's Bend Elementary School
- Deborah Higdon, Granbery Elementary School
- Amy Leslie, MNPS Support Hub
- Lori Likins, Neely's Bend Elementary School
- Heather Penrod, East Nashville Magnet High School
- Lauren Stetka, Crieve Hall Elementary School

PUBLIC PARTICIPATION

- A. Recia Brown – Addressed the Board concerning the budget and longevity pay for teachers.
- B. Mary Jo Cramb – Addressed the Board concerning the budget and longevity pay for teachers.
- C. Lindsey Lieck – Addressed the Board concerning support of MNPS students and staff.
- D. Charlene Culberston – Addressed the Board concerning substitute teachers pay and the budget.
- E. Diana Flegal – Addressed the concerning the school substitute changes.
- F. Susan Norwood – Addressed the Board concerning the substitute teacher changes.
- G. Hallie Trauger – Addressed the Board concerning the budget and substitute teachers pay.

GOVERNANCE ISSUES

- A. 1. Consent
 - a. **Approval of Minutes – 2/28/2023 and 3/28/2023 – Regular Meetings**
 - b. **Awarding of Purchases and Contracts**
 - 1. **ETA Hand2mind**
 - 2. **Nashville Prep**
 - 3. **Quill Corporation**
 - 4. **Scholastic Insurance of Florida dba School Insurance of Florida**
 - 5. **Sedia Systems**
 - c. **Legal Settlement L-16776 (\$150,000)**

**Motion to approve the consent agenda.
By Christiane Buggs, seconded Freda Player
Motion Passes
Vote: 8-0 – Unanimous**

2. Certification of Charges

**Motion to uphold the decision as drafted.
By Freda Player, Cheryl Mayes
Motion Passes
Vote: 8-0 – Unanimous**

3. Level III Student Discipline Appeal

**Motion to hold a hearing for the Level III Student
Discipline Appeal.
By Christiane Buggs, seconded Berthena Nabaa-Mckinney
Motion Passes
Vote: 8-0 – Unanimous**

4. Fiscal Year 20-24 Budget

**Motion to approve the 2023-24 Aspirational Budget,
Federal Programs, and Nutrition Services Budgets.
By Freda Player, seconded Rachael Anne Elrod
Motion Passes
Vote: 7-0 Unanimous**

BOARD COMMITTEE REPORTS

- A. Council of the Great City Schools Conference – Berthena Nabaa-McKinney gave an update on the conference.
- B. Emily Masters gave a brief Advocacy report on the Legislature.

ANNOUNCEMENTS

- A. Alayna Mitchell – Congratulated the National Board-Certified Teachers.
- B. Abenezzer Haile – Announced that she participated in the TN DECA competition.

- C. Emily Masters – Announced the district wide-pack meeting would be held April 13th in the MNPS Wellness Center at 6:00 p.m. She also congratulated Katrina Carter for being the new head coach for Boy's Basketball at Hunters Lane High School.
- D. Berthena Nabaa-Mckinney – Announced the district wide PAC meeting would be held April 13th in the MNPS Wellness Center at 6:00 p.m.
- E. Cheryl Mayes – Announced the next District 6 Community Meeting will be held April 18th at 6:30 p.m. at the Southeast Branch Library. She also congratulated the 2022-2023 MNPS Teacher of the Year, Taylor Brown who teaches at Cambridge Early Learning Center.
- F. Freda Player – Announced that Fisk University will provide 40 scholarships to MNPS students. She announced the partnership with Nashville State Community College to create dual enrollment Program at Glenclyff High School.
- G. Erin O'hara Block – Announced that the Hillsboro High School Youth and Government participated in Youth and Government Day on the Hill. She also wished students good luck on TN Ready testing.
- H. Abigail Tylor – Congratulated Dr. Brenda Diaz (Big Picture High School) for being MNPS High School Principal of the Year.
- I. Rachael Anne Elrod – Announced that the Board would be scheduling a Board Retreat soon.

Rachael Anne Elrod adjourned the meeting at 6:32 p.m.

Chris M. Henson	Rachael Anne Elrod	Date
Board Secretary	Board Chair	

METROPOLITAN NASHVILLE PUBLIC SCHOOL BOARD TEACHER APPEAL HEARING –

April 11, 2023

Members Present: Rachael Anne Elrod, Chair, Freda Player – Vice-Chair, Erin O-Hara Block, Christiane Buggs, Emily Masters, Abigail Tylor, Cheryl Mayes, and Berthena Nabaa-Mckinney

Student Board Member Absent: Sharon Gentry

CONVENE AND ACTION

- A. Call to Order – Rachael Anne Elrod called the meeting to order.
- B. Adoption of the Agenda

Motion to adopt the agenda with changes.

By Freda Player, seconded Berthena Nabaa-Mckinney

Motion Passes

Vote: 8-0 Unanimous

HEARING PROCEEDINGS

- A. Ms. Joiner’s Council addressed the Board.

Metro Legal addressed the Board

Motion to sustain the decision.

By Rachael Anne Elrod, seconded Erin O’Hara Block

Motion Passes

Vote: 8-0 – Unanimous

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: Advanced Mechanical Contractors, Inc.

SERVICE/GOODS (SOW): Contract is for the provision of HVAC improvements and upgrades at The Academy at Old Cockrill.

SOURCING METHOD: ITB 339279

TERM: April 26, 2023 through Project Completion

FOR WHOM: The Academy at Old Cockrill

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

Total compensation for this contract is not to exceed \$2,901,800.

Total compensation is based on the project bid amount of \$2,901,800.

OVERSIGHT: Facilities

EVALUATION: Based on the quality and timeliness of goods and services provided.

MBPE CONTRACT NUMBER: 7557953

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(2) VENDOR: Eskola, LLC

SERVICE/GOODS (SOW): Contract is for the provision of a roof replacement at Glenclyff High School.

SOURCING METHOD: ITB 339248

TERM: April 26, 2023 through Project Completion

FOR WHOM: Glenclyff High School

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

Total compensation for this contract is not to exceed \$5,038,168.

Total compensation is based on the project bid amount of \$5,038,168.

OVERSIGHT: Facilities

EVALUATION: Based on the quality of the roof provided as well as the ability to meet the required timelines.

MBPE CONTRACT NUMBER: 7558396

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(3) VENDOR: McGraw-Hill School Education, LLC

SERVICE/GOODS (SOW): Amendment #2 extends the contract term and increases the contract value. The contract is for the provision of Corrective Reading, Early Interventions in Reading, Fusion Reading, and Reading Mastery literacy intervention curriculum along with Number Worlds math intervention curriculum, including all associated subscriptions/licenses, materials, and/or professional development training for any MNPS school.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM April 26, 2023 through June 30, 2024

FOR WHOM: MNPS Students

COMPENSATION: Amendment #2 increases the contract value by \$500,000.

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

Total compensation is based on an estimated amount of spend for next school year to be no more than \$500,000.

OVERSIGHT: MTSS and Exceptional Education

EVALUATION: Based on the quality of the products and trainings provided. Also based on the effectiveness of the products and trainings in classroom application.

MBPE CONTRACT NUMBER: 10454

SOURCE OF FUNDS: Various School Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(4) VENDOR: Messer Construction Company

SERVICE/GOODS (SOW): Amendment #6 increases the contract value and incorporates Change Order #6 into the contract. The Change Order is to complete various site security work, including access control at the front entry gate, security cameras for athletic fields, and security fencing/gates/controllers along with other various construction allowances for the Lawson High School facility.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM: April 26, 2023 through Project Completion

FOR WHOM: Lawson High School

COMPENSATION: Change Order #6 increases the contract value by \$1,044,350.

Total compensation for this contract will not exceed \$124,421,463.

Total compensation is based on the total amount added from Change Order #6.

OVERSIGHT: Facilities

EVALUATION: Quality of goods and services provided and timeliness of the work.

MBPE CONTRACT NUMBER: MNPS 800440.17.1C

SOURCE OF FUNDS: Capital Funds

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(5) VENDOR: Metis Associates, Inc.

SERVICE/GOODS (SOW): Amendment #2 extends the contract term and increases the contract value. The contract is for program evaluation on the Center for Disease Control and Prevention (CDC) grant "Supportive and Equitable Environments for Urban Students."

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM April 26, 2023 through August 31, 2024

FOR WHOM: MNPS Students

COMPENSATION: Amendment #2 increases the contract value by \$43,000.

Total compensation for this contract is not to exceed \$158,000.

Total compensation is based on an estimated amount of spend for next school year to be no more than \$43,000.

OVERSIGHT: School Counseling Services

EVALUATION: Based on the adherence to the scope of work and the quality of services provided.

MBPE CONTRACT NUMBER: 10459

SOURCE OF FUNDS: Federal Funds - CDC Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(6) VENDOR: Public Consulting Group, LLC

SERVICE/GOODS (SOW): Contract is for a comprehensive student management solution.

SOURCING METHOD: RFP 314251

TERM: April 26, 2023 through April 25, 2028

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 \$3,283,420.

Total compensation is based on an estimated yearly amount of \$656,684.

OVERSIGHT: MTSS District Steering Committee

EVALUATION:

1. Improve access to all integrated data across divisions for transparency.
2. Reduce duplication of efforts to document services provided to students.
3. Increased options for assigning students to multiple service providers.
4. Effective migration and integration with other software-data systems.
5. Access to all needed student data in a single platform.

MBPE CONTRACT NUMBER: 7554591

SOURCE OF FUNDS: Operating Budget and Federal Funds – ESSER 3

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(7) VENDOR: School Nurse Supply, Inc.

SERVICE/GOODS (SOW): For the purchase of three thousand three hundred and thirty (3,330) emergency preparedness backpacks.

SOURCING METHOD: BuyBoard Cooperative

TERM: Immediate Purchase

FOR WHOM: For every MNPS classroom

COMPENSATION: Total compensation for this purchase is not to exceed \$486,113.40.

OVERSIGHT: Student Health Services

EVALUATION: Elements of disaster planning, creation of an emergency team and their coordination together. Also, team communication and staff training to use the kit.

MBPE CONTRACT NUMBER: BuyBoard Contract # 610-20

SOURCE OF FUNDS: Federal Funds - ELC Grant

GOVERNANCE ISSUES

A. ACTIONS

1. CONSENT

b. AWARDING OF PURCHASES AND CONTRACTS

(8) VENDOR: School Specialty, LLC

SERVICE/GOODS (SOW): Amendment #4 extends the contract term and increases the contract value. The contract is for S.P.I.R.E. literacy intervention curriculum, including all associated subscriptions/licenses, materials, and/or professional development training for any MNPS school.

SOURCING METHOD: Amendment of a Previously Board Approved Contract

TERM April 26, 2023 through June 30, 2024

FOR WHOM: MNPS Students

COMPENSATION: Amendment #4 increases the contract value by \$1,300,000.

Total compensation for this contract is not to exceed \$2,300,000.

Total compensation is based on an estimated amount of spend for next school year to be no more than \$1,300,000.

OVERSIGHT: MTSS and Exceptional Education

EVALUATION: Based on the quality of the product and trainings provided. Also based on the effectiveness of the product and trainings in classroom application.

MBPE CONTRACT NUMBER: 7510095

SOURCE OF FUNDS: Various School Funds

Charter School New Start Applications

Office of Charter Schools
April 25, 2023



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Presentation Overview

New Start Charter Application	Proposed Grade Span	Proposed Enrollment
Pathways in Education	9-12	350
Invictus Nashville	K-8	792
Nashville Collegiate Prep High School	9-12	600

Board Action Options

Approve or deny new start charter applications.

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

MNPS Office of Charter Schools

Responsible for
ensuring the quality
authorizing for 26
existing charter schools

Leads the authorization
process

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

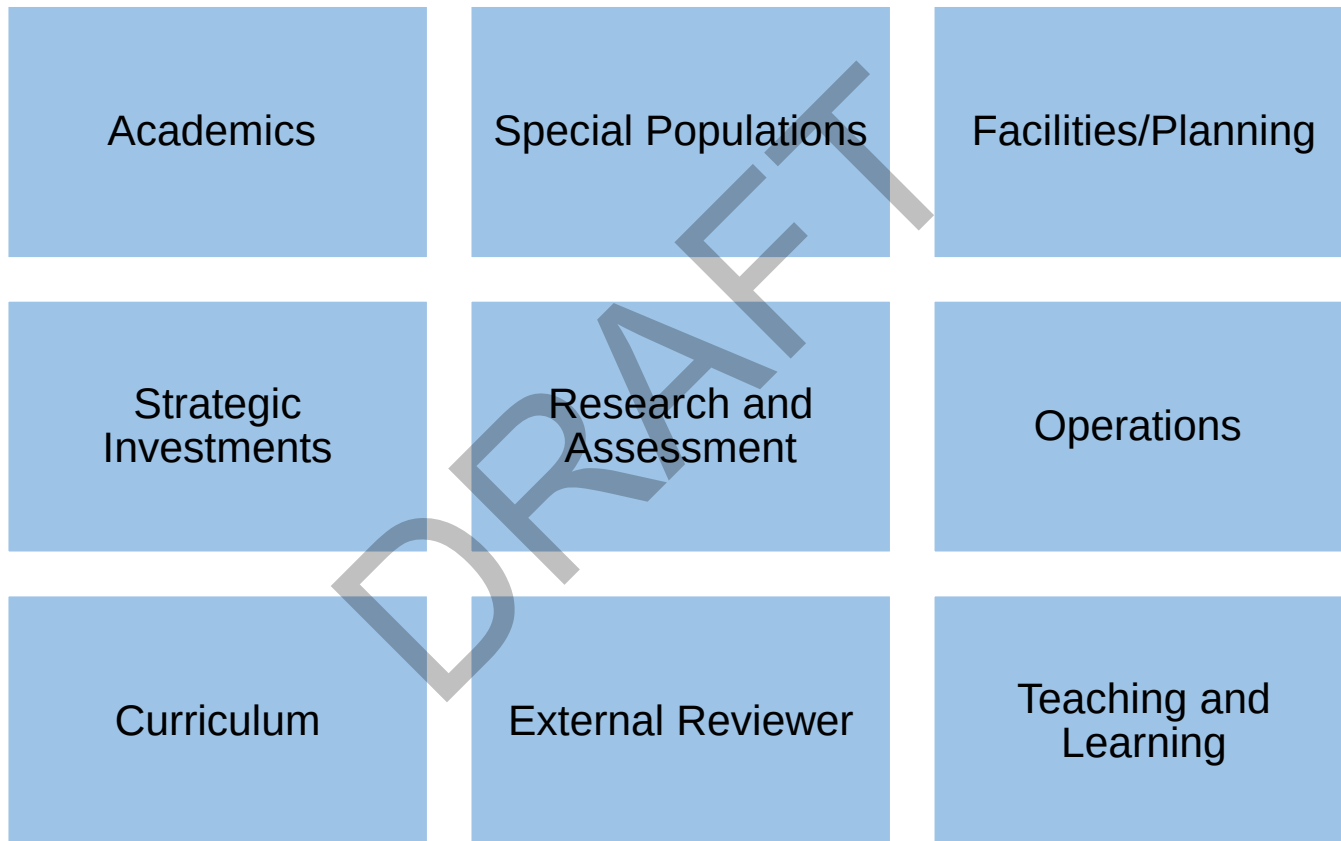
State Law Governs Charter Application Process (T.C.A. 49-13-116)

Tennessee Department of Education provides standard application format and scoring criteria.

Metropolitan Nashville Board of Public Education approves or denies application.

State law requires each charter application be considered and voted on separately.

Review Team Members



New Start Application Sections

Academic Plan
Design and
Capacity

Operations Plan
and Capacity

Financial Plan
and Capacity

Portfolio Review
Performance
Record

Rubric Guidance New Start Applications

TDOE Standard Ratings

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.

Pathways in Education



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Pathways in Education

Proposed Model: Alternative High School with a flexible hybrid schedule for at risk high school students.

Proposed Grades	9-12
Proposed Enrollment Cap	350
Proposed Location	Glenclyff Cluster

Pathways in Education

Academic Plan Design and Capacity	Operations Plan and Capacity	Financial Plan and Capacity	Portfolio Review/ Performance Record
• The English Language (EL) Service Model provided does not meet State Board Rule Chapter 0520-01-19. • The application does not adequately address how it will meet the needs of diverse learners. • The attendance plan lacks clarity on how course codes will count towards enrollment, which could cause a loss of funding. • The review team noted that two ASD schools in Memphis contracted with the applicant for their educational model and eventually closed due to continued low performance. • The review team noted concerns around the allowability of the proposed hybrid model under state law TCA 49-13-106(d).	• Pathways in Education identified the Glenclyff community as its proposed location. • The application did not include a transportation plan for students with disabilities. • The applicant noted that the school would only provide snacks with no provision for lunch/breakfast since they are not proposing a standard school day; which does not address the needs of students facing food insecurity. • The review team noted numerous errors in the waivers submitted causing concerns for allowability for approval.	• The application included reasonable startup funds for identified pre-opening expenses. • The application lacks clarity in calculating per pupil revenue. • The budget provided is inadequate for tenant improvements. • The proposed budget for year one raised concerns regarding excessive payment to the Charter Management Organization (CMO).	N/A

Pathways in Education Fiscal Impact

T.C.A. 49-13-108(c) states that an LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount.

This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the charter school.

Pathways in Education Fiscal Impact

Enrollment Targets Each Year	Year 1 225	Year 2 250	Year 3 300	Year 4 300	Year 5 350	Capacity 350
Fiscal Impact to MNPS	(\$1,777,500)	(\$1,975,000)	(\$2,370,000)	(\$2,370,000)	(\$2,765,000)	(\$2,765,000)

Pathways in Education

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

Board Discussion and Vote

Invictus Nashville



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Invictus Nashville

Proposed Model: Community co-design learning model with a Montessori elementary and Project Based Learning Middle School.

Proposed Grades

K-8

Proposed Enrollment Cap

792

Proposed Location

McGavock Cluster

Invictus Nashville

Academic Plan Design and Capacity	Operations Plan and Capacity	Financial Plan and Capacity	Portfolio Review/ Performance Record
- The application included the mission and vision along with the applicant's core beliefs. - Section 1.3 of the application provided multiple responses embedding the use of Common Core, which is in direct violation of Chapters 205 and 471 of the Public Acts of 2021 (PC 205 AND PC 471). - The application provided a school calendar that did not meet the required 6.5 hours of daily instruction outlined in TCA § 49-6-3004. - The application described a plan to pull students below grade level from core instruction in order to receive required supports and interventions.	- The professional development opportunities and scheduling presented in the application aligned to the educational program presented in the application. - The application included details about governance and oversight of school performance, operations, and financials. - The application lacked a definitive permanent school site. - The review team noted numerous errors in the waivers submitted causing concerns for allowability for approval.	- The application narrative provides an explanation of revenue and cost expectations. - The proposed benefit cost of \$5,000 per FTE is well below MNPS averages and thus the applicant is underestimating the benefit package costs. - The application included insufficient funding for transportation for students with disabilities. - The application identified no money for facility renovations in year one that will sustain growth year after year and additional grade expansion.	N/A

Invictus Nashville Fiscal Impact

T.C.A. 49-13-108(c) states that an LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount.

This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the charter school.

Invictus Nashville Fiscal Impact

Enrollment Targets Each Year	Year 1 144	Year 2 216	Year 3 288	Year 4 360	Year 5 432	Capacity 792
Fiscal Impact to MNPS	(\$1,137,600)	(\$1,706,400)	(\$2,275,200)	(\$2,844,000)	(\$3,412,800)	(\$6,256,800)

Invictus Nashville

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

Board Discussion and Vote

Nashville Collegiate Prep High School



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Nashville Collegiate Prep High School

Proposed Model: College preparatory focus for high school students.

Proposed Grades	9-12
Proposed Enrollment Cap	600
Proposed Location	Cane Ridge Cluster

Nashville Collegiate Prep High School

Academic Plan Design and Capacity	Operations Plan and Capacity	Financial Plan and Capacity	Portfolio Review/ Performance Record
• The enrollment policy aligns with state law and district policies. • The application included unrealistic enrollment goals based on the under enrollment of the current middle school. • Policies and standards cited in the application related to English Learners are not compliant and current. • The application is out of compliance with RTI² mandated intervention time.	• The application included a professional development plan that is responsive to quantitative and qualitative data and evidence. • The application included insufficient funding for transportation for general and students with disabilities. • The review team noted numerous errors in the waivers submitted causing concerns for allowability for approval.	• The application included sources of revenue in the pre-opening budget such as Fundraising/ Philanthropy and Charter School Program Grant. • The applicant did not include appropriate staffing for serving English Language Learners. • The applicant declined to provide a network financial plan that outlines the fiscal health of other schools in its network.	• The applicant provided growth and achievement data of its existing school within the portfolio. However, that data was either similar to or underperformed that of MNPS. • The application lacked a reporting of data for schools managed by Nobel Education Initiative, the confirmed CMO. • The applicant did not include the latest audit. • The authorizer evaluation provided for the current school listed in the portfolio did not meet the standard in the category for Academic Performance Growth.

Nashville Collegiate Prep High School Fiscal Impact

T.C.A. 49-13-108(c) states that an LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount.

This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the charter school.

Nashville Collegiate Prep High School Fiscal Impact

Enrollment Targets Each Year	Year 1 150	Year 2 300	Year 3 450	Year 4 600	Year 5 600	Capacity 600
Fiscal Impact to MNPS	(\$1,185,000)	(\$2,370,000)	(\$3,555,000)	(\$4,740,000)	(\$4,740,000)	(\$4,740,000)

Nashville Collegiate Prep High School

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

Board Discussion and Vote

Thank You!



Charter New Start Application Review Team Findings

Pathways in Education

Spring 2023| MNPS Office of Charter
Schools



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Section 1: Report Summary

ABOUT THE STATE LAW

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

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

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

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

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

ABOUT THE PROPOSED SCHOOL

Proposed Model: Alternative High School with a flexible hybrid schedule for at risk high school students.	
Proposed Grades	9-12
Proposed Enrollment Cap	350
Proposed Location	Glenclyff Cluster

SUMMARY RATING

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

REVIEW COMMITTEE RATINGS PATHWAYS IN EDUCATION	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Does Not Meet Standard
Operational 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

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

A team of 10 people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Executive Director of Exceptional Education
- Executive Director of English Learners
- Executive Officer of Strategy Performance Management
- Executive Officer of Teaching and Learning
- Director of Research and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Director of Facilities and Planning
- Coordinator of Grants
- 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.

EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Office of Charter Schools' evaluation process is based off of 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 application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the Office of Charter Schools. 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

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

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

Our review team looks for evidence of the following in each application:

- Innovative instruction that results in academic achievement for all students
- School operations that support academic achievement
- Sustainable fiscal practices that ensure financial stability

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

Section 3: The Ratings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Phase-In/Turnaround-If Applicable
6. High School Graduation and Post-Secondary Readiness- If Applicable
7. Assessments
8. School Calendar and Schedule
9. Special Populations and At-Risk Students
10. School Culture and Discipline
11. Recruitment and Enrollment
12. Parent and Community Engagement and Support

Evidence Findings

The review team found the following strengths and concerns in the new start application and concluded that the Academic Plan Design and Capacity section **Does Not Meet Standard**.

Pathways in Education's (PIE) mission statement is, "Pathways in Education-Nashville equips our students with the academic and personal skills necessary to graduate with a high school diploma prepared for postsecondary education in a 21st century workforce." The school aims to supplement Metro Nashville Public Schools (MNPS) high schools by offering a flexible schedule and multiple learning modalities through a blended learning model with a focus on serving underserved students and re-engaging students. The applicant links the mission and vision to three of the purposes for charter schools found in Tennessee Code § 49-13- 102(a).

However, the mission and vision did not describe innovations backed by evidence of success or measurable components. The main innovation is providing a different path to a diploma for students at-risk for not graduating which consists mainly of online work, which is an option provided by MNPS through credit recovery and MNPS Virtual School.

The applicant describes the community from which it intends to draw as the Glencliff cluster with a focus on at-risk students, such as students who are over age for grade, exceeded their graduation cohort by more than two years, single parents without childcare, expectant mothers, foster care students, chronically ill students, and students with Individualized Educational Plans. The applicant provides the graduation rate of the zoned high school as one data point to support the need for an alternative learning option. The application indicates that Pathways has an open enrollment policy to take new students at any time.

The applicant provides a complete projection of enrollment but does not include other charter and MNPS high schools in the Glencliff cluster to determine if the enrollment projections based on demographics is reasonable. The proposed enrollment of 250 students will make it difficult to budget for staff to meet the needs for individualized instruction for special populations. The applicant describes a flexible schedule, but it may not provide students with full-time enrollment which will cause the school to lose proportional funding per student.

The applicant's academic focus aligns with their stated mission and vision by providing students with a blended learning model that provides flexibility in coursework to close the achievement and graduation gaps and to prepare students for post-secondary success. The application indicates that upon enrollment, an Individualized Learning Plan (ILP) will be developed for each student. The blended learning model includes weekly one-on-one appointments with an Independent Study teacher, in-person Learning Periods with teachers 8-9 times a week, and virtual learning. The applicant states the curriculum will be aligned with Tennessee State Standards.

The applicant does not provide enough details about the curriculum to demonstrate its robustness and whether it will support the growth of students. Details about the blended learning model were provided, but there is concern that 8-9 appointments per Learning Period (21 days) will not provide enough support for students, especially related to the additional support needed for special populations. Current research is not provided to support the plan to remediate students' academic underperformance. Information is not provided about the Multi-Tiered Systems of Support (MTSS) Framework to know how the applicant will remediate students' academic underperformance. The capacity interview responses indicate that Pathway will use RenSTAR scores for MTSS. In addition, responses in the interview indicate that Pathways has two programs- Achieve 3000 for reading, which they utilize for all

students to increase Lexile level and to close skill gaps, and Edmentum My Math Path for math, which identifies math strands then an individual path is created to close skill gaps. The review team has concerns that these programs do not meet the standard for addressing academic remediation.

The applicant outlines a process for monitoring student growth through RenStar and Grade Equivalency. The MTSS plan addresses Tier I, II, and III instruction. The strengths of the attendance plan are the flexibility that supports the needs of the targeted population and the opportunities provided for parent participation. The promotion/retention policy has a clearly defined student classification system. The review team has concerns about academic achievement goals. The mission and vision are centered on helping underserved students graduate; however, the goals are related to growth on formative assessments and do not address the credits needed to graduate or the graduation rate of students. A process for measuring goals is provided, but the application lacks details as to how the achievement goals will be monitored and revised. A corrective action plan is provided, but the applicant did not include sufficient details to know the steps, timeline, and who will be involved or responsible for the steps of the plan. There is also concern based on the school's target population as to whether it will stay in good academic standing. The MTSS plan lacks details to know what will be implemented within each tier and how it will function within the blended learning model.

The attendance plan needs more details about the plan and goals related to chronic absenteeism. A portion of the attendance plan raises concern based on the target population of students at-risk of not graduating as it states on page 36 of the application that if a student fails to meet attendance requirements, then the student may be dropped from the program. Review team members did not get enough information to know if the plan will meet the attendance requirements mandated by Tennessee Department of Education (TDOE) to determine if it is compliant.

The applicant provides a detailed plan related to credits, transcripts, and a wide variety of electives. While the applicant provides a plan for meeting Tennessee graduation requirements, the elective focus pathways are not defined. In addition, the applicant's grading chart on page 40 of the application does not match the new state-mandated scale and the capacity interview response from the applicant did not clarify this concern. Coursework will be aligned to the Carnegie Standard, but information is not provided about what a Carnegie Standard is to determine if this meets Tennessee graduation requirements. The applicant's explanation of how the school's graduation requirement will ensure student readiness for college and other postsecondary opportunities lacked specificity; the applicant does not include any information about how students will earn Ready Graduate designation which is 20% of high school accountability. The application indicates that the school will offer the regular high school diploma and special education diploma (page 43), but there is concern that they will not be offering Alternate Academic Diploma (AAD), or Occupational Diploma given the targeted student population. Support for students who are at risk of dropping out or not meeting graduation requirements is provided, but more information is needed for students for whom Tier II and Tier III interventions do not work. Additionally, the capacity interview response provides only basic descriptions about how this is achieved through intervention and small group instruction and social emotional learning.

The list of assessments follows those required by the state. The internal assessments (benchmarks, portfolio, etc.) inform data charts that teachers will use to monitor student learning, growth, and

progress. Pathways in Education application states that teachers will be trained and supported in conducting Achievement Chats as described on page 48 of the application.

The application on page 48 indicates the use of Instructional Coaches but no description of what the process will be like in their support of Small Group Instructors. Pathways in Education states they would use RenSTAR assessments in Reading and Math, but they do not include explanations for how these internal assessments aligned with the school's curriculum, performance goals, or state standards on page 46 of the application. The capacity interview response did provide some clarity; however, more information was needed as to how the RenSTAR assessment aligns with the state assessment. The applicant describes a process for collecting assessment data and using it to inform instruction (page 46), but there are not detailed plans presented about how the training process for the Achievement Chats will be provided for teachers and school leaders (page 48). The application includes conflicting details on page 47 Table A and Table N as to the frequency of administration of TCAP End-of-Course (EOC) assessments. The review team did not get sufficient information on how the student academic data will be used to inform teacher evaluations on pages 46-51. Although the capacity interview response did indicate that RenSTAR data and course progression data would be utilized, the information does not align with a rigorous evaluation model for teachers.

The application provides details for flexible scheduling on page 52. Pathways in Education indicates that they will provide year-round school on page 55. Additionally, the application states that the school will be open in the evening and on the weekend as needed as indicated on page 52.

The application lacks sufficient details as to what class students will be scheduled into for the three hours of independent academic work. The applicant did not provide information as to what course students will be scheduled in for one-on-one teacher appointment and independent academic work. Additionally, Tennessee course codes must be used that count toward enrollment hours and for attendance because if students are not enrolled full time with clear attendance procedures and assigned to a full day of classes using these codes the school stands to lose funding. The capacity interview response did not provide a clear understanding of how students will be scheduled using Tennessee course codes and independent academic work time. The review team has questions regarding how tiered interventions can meet with success if they are not required and there is no mention of support for Students with Disabilities and English Learner (EL) students on page 54. The school calendar (Attachment A) includes Saturdays and Sundays as instructional days, so the review team has questions regarding if this was a reasonable option to offer both days. Additionally, there are concerns if Saturday and Sunday are instructional days and when teachers will be off work. The review team has concerns regarding the tables presented on pages 52-53 which show 3 hours of independent work along with an hour of time with a teacher or some other activity, which does not seem to add up to the required school day length. Additionally, the review team has concerns about when Students with Disabilities (SWD) will receive their services as outlined in their IEPs. In addition, the sample EL student schedule provided in the application does not include daily EL services which are required by Tennessee State Board Rule Chapter 0520-01-19.

The applicant describes a plan for hiring staff to support Students with Disabilities and students who are English Learners with appropriate licensure to teach those special populations as outlined on page 56 of the application. There is a process described for identifying Students with Disabilities, English Learners, and at-risk students. To support special populations in instructional programs, practices, and strategies, the application states they will engage in Child Find activities (page 57), follow all services outlined in the Individualized Education Program (IEP) on page 58, and utilize the Sheltered

Instruction Observation Protocol (SIOP) to provide comprehensible input for in delivering instruction for English Learners (page 59). The applicant also indicates that they will offer Advanced Placement (AP) courses for gifted students as outlined on page 61.

The application does not provide evidence of strong experience that the leadership team has working with special populations as determined on page 57 of the application. While the application describes a plan for hiring qualified personnel to address the needs of special populations, they do not indicate the numbers of Special Education and English Learner teachers it plans to hire. In the budget, the applicant indicates they will only hire one English Learner teacher so it is unclear how the applicant will meet the needs of its EL students and maintain a 1:35 EL staffing ratio with only one EL teacher. The capacity interview response indicates that the school will be prepared to revise the budget but does not provide information on the source of funding. The daily schedule also seems limited in the way it can accommodate special education service hours. Additional time with special education staff or EL staff will be required depending on the needs of the student; however, a sample EL student schedule on page 56 does not include daily EL services required by Tennessee State Board ESL Rule Chapter 0520-01-19. An independent curriculum is not a direct EL service model. The application also states that they will ask parents for the student's IEP when they enroll, but that information should come from the school where the student was previously enrolled. On page 58 of the application the applicant states, "An explanation of the purpose of the home language survey is communicated verbally by the Center Coordinator or other staff member in the parents/guardians' preferred language, if a staff member speaking the parents/guardians' preferred language is available." This is not compliant with state law in that schools are required to provide interpretation services to all families in their target language.

The application indicates a core values matrix supporting school culture and a Positive Behavior Intervention and Supports (PBIS) plan including a manifestation determination review (MDR) process. Pathways in Education provides a plan for creating and sustaining the intended culture because they address teachers and students and families on pages 62-63 of the application.

The proposal is insufficient for how the school plans to create and sustain intended culture for all students, teachers, administrators, and parents (out of state visits and orientations are noted). The proposal lacks an explanation of how the culture will embrace diverse learners. The application also lacks information as to what specific strategies are meant for special populations, students with disabilities, English Learners, and students at risk of dropping out on page 63. Specifically, on page 156, the applicant states, "Any referred/voluntarily enrolled student failing to demonstrate adequate progress can be returned to the home school for immediate re-enrollment. Additionally, non-progressing remanded students will be referred for a more appropriate alternative school placement." Review members note that since the school is targeting at-risk students, the school should have the impetus to provide additional support to the student rather than returning the student to their zoned school. Also, this description of the learning environment gives concern to review members as the description does not sound conducive to a positive culture.

The applicant identifies multiple methods of outreach to MNPS families with a timeline that includes methods for reaching all interested students and families indicated on pages 66-67.

While the timeline is clear, it is delayed for a Fall 2024 opening. Pathways in Education describes dual enrollment courses, but there is no mention of any articulation agreements on pages 43 and 67 of the application. Additionally, it is unclear as to whether the withdrawal policy in attachment D meets MNPS policies that students must fully withdraw from previous school and district before they can enroll in

another school and students will not be allowed to withdraw without confirmation of acceptance at a new school. The Denial of Attendance verbiage used in Attachment D suggests the applicant plans to take students from other districts. Also, it is not known whether Pathways in Education has the legal authority to deny attendance to students as indicated in Attachment D. There is an overall concern that various policies indicated within the application seem to conflict. Pathways in Education application plans to have continuous enrollment but references no application or deadline period.

Community partnership opportunities are identified for student engagement and recruitment on pages 69-71 of the application. There is a plan for engaging parents and community partners also provided on page 70. The applicant provides a plan for informing and educating parents on school policies on page 71.

The applicant does not provide evidence of community support from the Nashville community. The letters of support on pages 230-244 of the application are in support of reopening a Pathways in Education school that had been previously closed in Memphis. The review team noted that two Achievement School District (ASD) schools in Memphis contracted with the applicant for their educational model and eventually closed due to continued low performance. Pathways had over 300 students with a graduation rate of about 5% and the School Improvement Plan did not coincide with interventions the school indicated they were providing. During the Capacity Interview, the applicant explained that the reason for closure was because they were not serving the Priority population they were contracted to serve.

Under the current law, this model would not likely be allowed. TCA 49-13-106(d) prohibits “cyber-based” charter schools, so PIE would not be allowed to operate a virtual school under the Virtual Public Schools Act at TCA Title 49, Chapter 16, Part 2.

However, charter schools may operate *virtual programs* (a course or series of courses offered by the school via online instruction). Virtual programs may only be used in the following circumstances:

1. To provide students with academic remediation, enrichment, or access to a wider range of courses.
2. To provide instruction to homebound students.
3. To provide instructions to students who are quarantined.
4. To provide educational services to alternative school students.

Generally speaking, remote instruction via a virtual education program may *not* constitute the majority of a student’s total instructional time per school semester. Remote instruction via a virtual education program shall not constitute the majority of a student’s total instructional time per school semester unless the student meets one of the following criteria:

1. The student is temporarily receiving all of the student’s instruction via a virtual education program due to being homebound or enrolled in alternative school;
2. The student is taking coursework virtually so the student may participate in a work-based learning program or internship that takes place during regular school hours;
3. The student is accessing Advanced Placement (AP) courses or similar advanced coursework virtually; or
4. The student is taking virtual coursework for the purpose of credit recovery.

Based on the description provided on page 6 of the PIE application, which seems to indicate that the majority of instruction would be provided online, the hybrid model would not be allowed.

In conclusion, the review team determined the following:

- EL Service Model provided does not meet State Board Rule Chapter 0520-01-19
- Application does not adequately address how it will meet the needs of diverse learners
- Attendance plan lacks clarity on how course codes will count towards enrollment, which could cause a loss of funding
- Two ASD schools in Memphis contracted with the applicant for their educational model and eventually closed due to continued low performance
- Concerns around the allowability of the proposed hybrid model under state law TCA 49-13-106(d)

To restate, the review team consensus determined this section **Does Not Meet Standard**.

OPERATIONAL PLAN AND CAPACITY CRITERIA

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing 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. Waivers
12. Network Vision, Growth Plan, & Capacity
13. Network Management
14. Network Governance
15. Personnel/Human Capital-Network-Wide Staffing Projections

Evidence Findings

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

On page 73 of the application, Pathways in Education outlines the plan to identify and select Board members (3) as well as a School Advisory Council.

Although three board members are identified, the review team notes that only three board members would not meet the needs of the proposed school, especially since they do not reside in Nashville. During the capacity interview, the applicant provided their backgrounds and how those backgrounds led them to their desire to work with at-risk students. Pathways in Education also indicated that they plan to include parent advisory groups to add local members as a parent advisory council. There are still concerns if the educational background of the board members has the requirements of running a high school. In addition, the application lacked information as to what will be the specific measures of progress based on information provided on pages 74-75.

The application indicated a proven recruitment system already established by Pathways in Education on page 78.

However, the start-up plan has few details and does not include such items as ordering furniture or technology as outlined on pages 77-78.

Pathways in Education has identified the community where they would like to be located in the Glenclyff area of Antioch.

Although Pathways in Education has identified the neighborhood in which they would like to be located, no potential sites were identified in the plan as indicated on page 79. On page 80, the applicant did not indicate a backup plan if the space is not ready, only stated that Pathways in Education will be ready. The timeline on page 80 indicates one month to hire architects, meet with contractors, and obtain required permits. This is a concern due to permits in Nashville taking up to 3 months to obtain in the present market. This may also extend their building out process by 2 months, making opening in 12 months difficult. The applicant indicates on page 80 that they will allocate 12 months toward the process of identifying and building out a site. On page 79, the applicant indicates that they do not need a traditional space of a typical high school campus and that they can build a storefront to save space and cost. An existing commercial space will be required to meet the code requirements of a New Educational Occupancy per the currently adopted 2012 International Building Codes (IBC). This code requires new educational occupancies to include a storm shelter large enough to house the entire occupancy of the school along with restroom facilities and a generator to supply power. To meet the storm shelter code of the International Code Council (ICC) 500, significant renovations to an existing commercial building will have to occur. Depending on the configuration and condition of the final lease space, the proposed budget of \$400,000 may not be adequate.

The school's organizational chart delineates the roles and reporting structure of the Board and staff that will play a role in managing the school on page 83 of the application.

The review team has staffing concerns based on the details and staffing projections. There is no mention of an Instructional Coach in the staffing description on pages 83-85, staffing projections on page 130, or years 1-5 Staff Assumptions in the budget template. However, they have roles and responsibilities for an Instructional Coach in the application on pages 48, 90, 92, and 96. Another staffing concern is the table provided on page 88 does not show the number of teachers growing at the same pace as the number of students would grow. The applicant stated in the capacity interview there are plans to scale up as needed, but the maximum number of students would be 350. They will add staff to meet students' needs so that no teacher has too many students. The funding source for the additional staff was not provided. A detailed plan is not provided to know how the applicant will support, develop, and annually evaluate school leadership and teachers that aligns with the statewide evaluation requirements.

The plan includes regular professional development (PD) on Fridays which include collaborative planning and PLC meetings to continue to build staff capacity. Topics of PD (including those required by state or federal level) are clear. In addition, two coaching cycles with collaboratively established supports professional growth.

However, there were questions from the review team about the difference in the roles of the Lead Teacher and Instructional Coach. The capacity interview response indicated the Instruction Coach leads Personal Learning Communities (PLCs) and drives instruction classroom management. They described it was like a traditional coach role and the lead teacher is administrative role. However, the Instructional Coach is not listed in the staffing description on page 84-85 or projections on Table Y on page 88, but the Instructional Coach is listed on Attachment M so it is unclear if they will be on staff to implement the professional development roles assigned to them.

Pathways in Education identified a comprehensive insurance coverage firm and included insurance letter as an attachment on page 97.

Insurance information in appendix J lists TDOE as an additional insured, rather than MNPS.

Pathways in Education does not intend to provide transportation, but instead offer bus passes to students as indicated on page 98. There is a concern about transportation for students that require special transportation accommodations. During the capacity interview, the applicant indicated they would cover the costs of any student who required alternate transportation to ensure they can get to the center. However, these costs are not currently budgeted in the application.

The applicant states that they will provide students with snacks for the food service, which is a concern about how students' needs will be met who are facing food insecurity and students who qualify for free and reduced-price lunch. During the capacity interview, the applicant responded that this has been the model in other schools. "Students can get microwave macaroni and cheese, popcorn, cereal, etc." They will also partner with local agencies to provide on-site food distribution. However, the school will not have a kitchen so they will not be able to provide students with breakfast and a nutritious lunch.

The applicant provided a data management plan to protect Family Educational Rights and Privacy Act (FERPA). They demonstrated an understanding of social emotional learning (SEL) plan as indicated on pages 101-102.

The plan for technology within the classroom and for state assessments is not sufficient for the blended learning model. The applicant anticipates purchasing 100 Chromebooks for students to use in school—which did not include those students involved in blended learning outside of the schooltime. The review team has concerns that the plan is to have 225 students in year 1 which is not a 1:1 ratio with Chromebooks as indicated on page 101. During the capacity interview, the applicant stated that if students don't have a device, then they can take one home and they will purchase more technology if they see a need. Overall, the technology plan is inadequate given the reliance on technology and funding for additional technology needs is not currently in the budget.

The application indicates Pathways Management Group (PMG) as the Charter Management Operator (CMO) on page 104. The link between Pathways in Education and Pathways Management Group is not explained in the application. Pathways Management Group is somehow related to the Pathways group or its parent non-profit. No selection process for the CMO was discussed in the application. During the capacity interview, the applicant stated they accepted bids, and it was very detailed. They stated that

Pathways Management Group has not been selected for the CMO they will use in Nashville, and they will comply with whatever bid process Nashville has in place to make that final decision. This is still a concern since Pathways Management Group is mentioned throughout the application. The application does not support their capacity interview response that the CMO is still to be determined.

The applicant seeks waivers and rules or statutes that cannot be waived under Tennessee law. This causes concern for review members as it relates to the liability of the district.

The leadership team's roles and responsibilities are described on page 126. A plan for network decision-making and school decision-making is provided on page 128.

The applicant does not clearly identify the allocation of decision-making responsibilities between the school and the network. The Network Management Roles and Responsibilities Attachment M indicates Pathways Management Group have the same roles and responsibilities outlined in the network management on page 126. During the capacity interview the applicant indicated that Pathways Group Management is a nonprofit, and PMG is the back-office which allows the expertise.

On page 129, the structure laid out as the Pathways Management Group (PMG) structure is in effect the network governance structure. They are the structure operating the network.

High school staff shows principals and assistant principals, but assistant principals are not included in organizational flowchart on pages 82 and 130. There are no Instructional Coaches listed in the high school staff, but these are included in the narrative on pages 130-131.

Despite claiming no network governance on page 129, pages 130 and 131 show network staffing.

In conclusion, the review team determined the following:

- Identified the Glencliff community as its proposed location
- Does not include a transportation plan for Students with Disabilities
- Will only provide snacks with no provisions for lunch or breakfast since they are not proposing a standard school day which does not address the needs of students facing food insecurity
- Numerous errors in the waivers submitted causing concerns for allowability

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

FINANCIAL PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. Charter School Financing
2. Network Financial Planning-If Applicable

Evidence Findings

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

The budget worksheet contains reasonable budget numbers for start-up/pre-opening expenses for contracted services, supplies and materials, and tenant improvements. An authorizer fee is included in the budget. The applicant states they will hire 11 teachers for a student body enrollment of 225, roughly 1:20 teacher-student ratio.

There are concerns related to the details of the budget. The budget lists the purchase of 200 Chromebook, but the academic plan lists 100. Additionally, the budget shows the Independent Study teacher-student ratio is 1:50. It is also unclear how they are calculating per pupil revenue given their lack of a firm schedule since per-student funding is based on students' attendance into scheduled courses. During the capacity interview, the applicant was asked how the fluctuating enrollment would affect per pupil funding. The applicant indicated they would norm around the first year and establish an enrollment baseline. There is concern since this is not a best practice to create a reliable and sustainable budget. The expenditures outlined in the budget are low across the board. Some budget items of concern are a math tutor's salary budgeted at \$20,000 per year and only \$12,000 for educational software which are typically low. However, the Charter Management Office (CMO) fees seem very high, particularly in year 1. The capacity interview response indicated that the fees would be due to debt repayment from a loan that would be provided by Pathways Management Group as start-up funding. However, year one CMO fees of \$399,910 seemed significantly high compared to CMO fees for new start charter applicants.

In conclusion, review team determined the following:

- Application included reasonable startup funds for various pre-opening expenses
- Application lacks clarity in calculating per pupil revenue
- Budget is inadequate for tenant improvements
- Budget for year one raised concerns regarding excessive payment to the CMO

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the Past Performance.

Evidence Findings

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

Section 4: LEA Financial Impact

T.C.A. 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the MNPS district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount. This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the proposed charter school. The estimated negative fiscal impact would be as follows:

Enrollment Targets Each Year	Year 1 225	Year 2 250	Year 3 300	Year 4 300	Year 5 350	Capacity 350
Fiscal Impact to MNPS	(\$1,777,500)	(\$1,975,000)	(\$2,370,000)	(\$2,370,000)	(\$2,765,000)	(\$2,765,000)



Charter New Start Application Review Team Findings

Invictus Nashville

Spring 2023| MNPS Office of Charter
Schools



METRO
NASHVILLE
PUBLIC
SCHOOLS

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Section 1: Report Summary

ABOUT THE STATE LAW

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

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

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

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

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

ABOUT THE PROPOSED SCHOOL

Proposed Model: Community co-design learning model with a Montessori elementary and Project Based Learning Middle School.	
Proposed Grades	K-8
Proposed Enrollment Cap	792
Proposed Location	McGavock Cluster

SUMMARY RATING

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

REVIEW COMMITTEE RATINGS PATHWAYS IN EDUCATION	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Partially Meets Standard
Operational Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	N/A

Section 2: The Evaluation Process

REVIEW COMMITTEE

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

A team of 10 people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Executive Director of Exceptional Education
- Executive Director of English Learners
- Executive Officer of Strategy Performance Management
- Executive Officer of Teaching and Learning
- Director of Research and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Director of Facilities and Planning
- Coordinator of Grants
- 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.

EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Office of Charter Schools' evaluation process is based off of 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 application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the Office of Charter Schools. 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

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

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

Our review team looks for evidence of the following in each application:

- Innovative instruction that results in academic achievement for all students
- School operations that support academic achievement
- Sustainable fiscal practices that ensure financial stability

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

Section 3: The Ratings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Phase-In/Turnaround-If Applicable
6. High School Graduation and Post-Secondary Readiness- If Applicable
7. Assessments
8. School Calendar and Schedule
9. Special Populations and At-Risk Students
10. School Culture and Discipline
11. Recruitment and Enrollment

12. Parent and Community Engagement and Support

Evidence Findings

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

The mission and vision are provided along with the applicant's four core beliefs on pages 7-10. The applicant links the mission and vision to at least three purposes for charter schools found in Tennessee Code § 49-13- 102(a) on pages 14 and 16. The proposed curriculum will offer opportunities that are in existing Metro Nashville Schools, such as Montessori uninterrupted work cycles, project-based learning, and community service projects. The innovations and key design elements described by the applicant are supported by evidence of success.

The mission statement is not measurable as required by the state's rubric. It does not identify any other characteristics of the targeted population other than their grade levels (K-8). The measurable goals that are provided explain what the school will look like when achieving its mission, but there is a concern that they are not realistic. An additional concern is that Common Core Standards are frequently referenced as the basis for the project-based learning curriculum which violates Chapters 205 and 471 of the Public Acts of 2021 (PC 205 and PC 471) which prohibit the use of textbooks and instructional materials that were, "created to align exclusively with the Common Core State Standards or that are marketed or otherwise identified as Common Core textbooks or materials." During the capacity interview the applicant stated they will go through curriculum development plan with milestones and the next steps is to "compare the language to the language used for MNPS". Additionally, the applicant stated that the language was reframed in different terms from common core so the applicant will do a "crosswalk to make sure common core language is excluded". The applicant's response did not ensure the review team that state law will be followed. Also, there does not appear to be anything innovative about the curriculum other than the building blocks and expedition weeks.

The applicant provides a description of community, schools, current achievement, and demographics for the proposed area in the McGavock cluster. Invictus describes a design model created to narrow the opportunity gap for students in the area. The applicant compares their proposed school to the academic performance of schools in the McGavock cluster on pages 27-31. They plan to use a slow growth model and cited a Stanford University study on charter school growth (pages 35, 36) to support that decision.

The application indicates a plan for a Montessori and project-based learning (PBL) design to facilitate learning of a diverse student population outlined in the application on pages 40-43. On page 37, the applicant states that Diverse by Design school model aims to achieve racial, cultural, linguistic, and socioeconomic diversity that reflects their proposed community.

Review members have concerns about the data provided in the application. The applicant proposes a K-8 school but provided data related to the lack of quality high schools in District 4. On page 32 of the application, Greatschools.org was utilized as a reference site and the applicants did not provide information as to how the equity score is determined and what factors are considered. Additionally, all schools weren't represented in data charts since the narrow selection of specific schools does not allow for analysis of how the cluster fares overall. The table on page 33 includes data that is not accurate based on the Tennessee Department of Education (TDOE) accountability website for MNPS. For example, the table on p. 33 of the Invictus application has the graduation rate for All Students as 33.8%, but the TDOE District Accountability Files has the graduation rate is 81.6%. Also, the applicant

references a 10-year-old study (2013) to explain attrition rates on page 34. There are additional concerns that the applicant has chosen a community in which a Montessori school already exists but previously cited that MNPS students have limited access to Montessori schools (Section 1.1.C). On page 28-31, the applicant provides a brief rationale for selecting the community where the school will be located which is not thorough.

The school's academic focus aligns with the school's mission and vision by ensuring that students are actively engaged in their academic journey as described on page 41. The academic plan is described on page 40 of the application as, "In elementary school, the Montessori curriculum with uninterrupted work cycles has over a hundred years of proven success and encourages creativity and student choice. In middle school, the Project Based Learning approach is grounded in real world applications that support student autonomy and executive functioning." Evidence was provided on page 52 of support that will be in place for students who struggle with the four freedoms of the Montessori model. In addition, the Sheltered Instruction Observation Protocol will be a model practice to support English Learners. Aspects of the academic plan are not clear such as which grades will be taught which subjects (Table 12, page 42), which Montessori materials will be used, how related arts and physical education requirements would be met, and the research that will support the plan for using balanced math. Several of the standards are not aligned with Tennessee standards and the applicant referenced the use of Common Core State Standards throughout the application. There is also a concern based on the information provided on page 52 that students performing below grade level are pulled for services during Science and History, which are required core subjects. During the capacity interview, the applicant stated they would not pull students which left the review team unclear as to why it was stated on page 52 that students performing below grade level would be pulled by an assistant teacher. While the applicant provided that SIOP practices would be used to support English Learners, they did not provide details about how those practices will be used throughout the day. More information is needed to know how the project-based learning and Montessori model will align with WIDA standards and the students' Individual Learning Plans. Finally, there is an overall concern as to how the students will adjust to a Montessori model where students work autonomously and at their own pace to a PBL model where they are expected to work cooperatively.

The academic achievement goals are stated and align to the mission and vision. Goals also include culture goals for discipline, and teacher/student retention as indicated on page 60. The applicant outlines a process for measuring, monitoring, and revising academic achievement goals that include frequency, goal-monitoring tool, and responsive action on pages 68-73. The applicant provides a corrective action plan to be implemented if the school falls below state, district and/or its own academic achievement goals that addresses academic achievement goals on pages 70, 73. The RTI² framework aligns to Tennessee guidelines as described on page 71, 73-75 of the application. Grade level progress monitoring of the RTI² Program will occur biweekly as described on page 68. Attendance goals are stated. School Mentors will monitor student attendance and address chronic absenteeism. On page 73, a table of Attendance Interventions that will address multiple absence thresholds is included. Invictus outlines the school's promotion/retention and exit policies and standards incorporating cognitive skills and Habits of Success on pages 74-75.

While the academic and attendance goals are stated and include a process for measuring and monitoring, the review team has concerns that they may not be realistic based on the basic supports that were described. While the academic goals mostly support the mission and vision of the school, the mission is mostly focused on students engaging in Habits of Success and community service (page 6). There is no

mention of academic performance in the mission. Non-cognitive/SEL skills do not show up in the discussion of school goals on page 62. The RTI² plan on pages 70-71 is insufficient as MAP is a standards-based universal screener and requires additional screening in the identification and placement process. There is not sufficient information provided to know the intervention programs the applicant will use for Tier II, III, special education interventions for ELA and math and for progress monitoring. More detail is needed regarding specific retention and promotion guidelines, especially in the elementary grades.

Internal assessments are described, and a timeline is provided, to determine how they will provide data for evaluation of the academic plan and alignment with state standards. Elementary interim assessments include Student Growth Portfolios, Montessori Phonics, Math Quizzes, TNReady Practice Tests, Writing Assessment, Quarterly LEA and math assessments. Middle school assessments include math cool downs (exit tickets), TNReady, Practice Tests and LEA and math assessments. For K-8, NWEA Map, Aimsweb, WIDA Access, DIBELS, School Culture, Global Competence, SEL Development, and Community Impact are described on pages 81-85. The applicant outlines a process for collecting, analyzing, and using data to inform instruction on pages 87-89. A plan is provided to describe how they will train teachers and school leaders including daily classroom data systems, summit learning projects training, unit assessments, culture data, and community surveys.

The information provided lists internal assessments for K-8 that have overlapping purposes. It is not explained why they need to administer three separate universal screeners.

The proposed elementary schedule aligns with the Montessori model by including morning and afternoon work cycles as described on pages 90-91. The plan to offer summer school is described on page 96.

The schedule indicates an early dismissal on Friday which would not meet the requirement for instructional hours of 6.5 per day outlined in Tennessee Code § 49-6-3004. During the capacity interview, the applicant did not provide assurance that the schedule in the application meets the requirements for the 6.5 instructional hours. Because of the Montessori work cycles, it is also not clear the amount of instructional time given to each content area or how the schedule allows the school to meet the physical activity requirements as indicated on Table 27, page 91. The applicant responded during the capacity interview that some of the related arts requirements would be embedded in the curriculum. The review team also has concerns as to whether a certified physical education, music, and art teacher will provide the instruction in those subject areas. It is also not clear what elective courses will be provided for middle school. The review team did not see plans for tutoring. Summer school is described but there is no mention of Extended School Year. In addition, it is not clear whether the applicant plans to charge students for summer school. The application states that summer programming would be offered on a sliding scale on page 96. During the capacity interview, the applicant stated they did not have plans to charge despite the application stating otherwise. Summer programming in MNPS is traditionally offered at no cost to students.

The leadership team describes experience working with English Learners on page 98 of the application. The applicant states they plan to hire dually certified teachers to bolster student support. They plan to partner with local universities for a pool of applicants as described on page 98. The proposal includes a process for identifying students with disabilities, ELs, at-risk, and gifted students through RTI screening and progress monitoring as indicated on pages 100-102, 112, 114, and 115. The school outlines the English Learning screening and identification process which is aligned to State Board ESL Rule 0520-

01-19. The school outlines the English Learning screening and identification process which is aligned to State Board ESL Rule 0520-01-19. The applicant provides a process for using Child Find as indicated on page 101. The applicant provides a plan for providing special populations with instructional programs, practices, and strategies that ensure access to the general education curriculum and academic strategies through the practice of co-teaching (page 98), weekly co-planning (page 98), modifying assignments, assessments, and environment to align with IEP/ILP (page 99), and ensuring delivery of services through scheduling (page 113). This plan will be implemented and supported by Lead and Assistant teachers, Dean of Students, Director of Student Supports, contracting with Project Play for related services and school psychology, and professional development. The student to teacher ratios also provides support to implement this model with fidelity. A tracking system for RTI² is provided on page 112.

It is not clear from the schedule given on page 100 when students will receive direct EL instruction. The review team was not able to determine that the applicant understood that EL instruction is not an intervention and that the EL instruction occurs during Tier I and the students have full access to tiered intervention and other supports if needed. The applicant referenced Tennessee State Board policy 3.207 which set the minimum standard for NELB and LEP services, but this policy expired in July 2021. There are also concerns about how the staffing to ensure the 1:35 staffing ratio for English Learners will be met. There is not an EL Coach to ensure available supports for students' Individual Learning Plans. The applicant also referenced NWEA MAP incorrectly as a skills-based screener on 101 of the application. Sample student schedules were provided on page 107 which did not show an Exceptional Education student receiving required services or meeting Related Arts requirements.

The applicant provides on page 117 a vision for a positive, productive school culture including establishment of a positive school-wide safe and supportive culture that is rooted in a deep enjoyment and excitement around learning, a celebration of difference, a commitment to and understanding of collective responsibility, and an excavation of and alignment of all actions and choices to character values and beliefs. There is emphasis on Habits of Success throughout the year that will sustain culture as described on page 122. The applicant states a philosophy of student discipline, mentoring systems, Phoenix Quarterly Awards, and character badges to support school culture. The applicant provides the Manifestation Determination Referral process will be followed. The Discipline Handbook provided in Attachment C is comprehensive.

The application did not provide enough details to know if restorative practices will be used.

The enrollment policy complies with state and district policies. The community outreach plan provides details and enrollment policies. The applicant's student recruitment and marketing plan, timeline, and enrollment policy are reasonable and ensure access for all as described on page 139 of the application. During the capacity interview, the applicant stated Invictus will use the Montessori curriculum but will not advertise themselves as a Montessori school. The review team is unclear of the applicant's branding, since the application provides details about the Montessori curriculum, training, and recruitment of teachers for the Montessori model.

There is evidence that community feedback is incorporated in the application, described on page 145. The applicant indicates its incorporation of community feedback into their application on pages 142-143. Attachment E includes 19 letters of support. The applicant plans to inform and educate parents through Phoenix meetings, surveys, governance roles, and community service and expeditionary learning weeks as described on page 144.

Although there were signatures of support from eligible families, non-eligible MNPS families, and Davidson County residents, the letters of support are mostly from businesses, community organizations, and individuals with ties to education rather than from community members intending to enroll in the school. Many of the letters of support come from existing board members.

In conclusion, the review team determined the following:

- Application provided in-depth responses to each indicator
- Section 1.3 of the application provided multiple responses embedding Common Core which is in direct violation of Chapters 205 and 471 of the Public Acts of 2021 (PC 205 and PC 471)
- Application provided a school calendar that does not meet the required 6.5 hours of daily instruction outlined in TCA § 49-6-3004
- Application described a plan to pull students below grade level from core instruction

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

OPERATIONAL PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing 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. Waivers
12. Network Vision, Growth Plan, & Capacity
13. Network Management
14. Network Governance
15. Personnel/Human Capital-Network-Wide Staffing Projections

Evidence Findings

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

The application included details about governance and oversight of school performance, operations, and financials. The board make-up and governance plan are outlined and aligned to the strengths of each board member on pages 148-149 of the application.

The start-up plan is detailed in three phases with timelines (pages 158-161) that align with the start-up budget. The applicant addresses potential challenges.

While the timeline is provided, the site has not been selected for the launch or the permanent location which causes concern that there will be time to find a site, get necessary permits, make necessary modification, order furniture, etc. Building improvements do not start until January 2024 which is a short window for completion by the August 2024 opening (timeline on page 160). In addition, the Director of Operations would not start until January 2024 which does not allow that person to be part of the planning of the opening (timeline on page 166).

The facility goals and action items provided outline a plan for identifying a permanent facility on pages 177-179 of the application.

Based on the details of the plan, the budget only allows for \$200,000 for tenant improvements. The review team has concerns since this would only cover cosmetic upgrades for the space the applicant is seeking. The commercial spaces would be subject to New Educational Occupancies codes adopted in 2018 International Building Codes. This code requires new educational occupancies to include storm shelters large enough to house the entire occupancy of the school along with restroom facilities and a generator to supply power. Depending on the condition and configuration of the final lease space, it would be unlikely that the \$200,000 would meet the requirements. There are also concerns about the plan for only needing 45,600 square feet with a projection of having 792 students as this is less than $\frac{1}{2}$ the space per student found in most schools. During the capacity interview, the applicant responded they did a preliminary plan which they think are typical sizes of about 800 square feet. In their model, the administrative offices will be shared by the principal and instructional coaches. The lead teacher and the assistant teacher will share the same classroom space. The cafeteria will be outsourced, and students will possibly eat in the classroom. This is still a concern since the plan is based on shared spaces and multiple use spaces which are not ideal for future growth.

The applicant's organizational chart delineates the roles of the Executive Director, Assistant Director, and Director of Operations on pages 181-183. The hiring timeline and recruitment targets provided are conducive to hiring key staff and teachers.

There is a concern about how the applicant plans to meet its 20:1 teacher ratio and if they are using the assistant teachers to meet that ratio with 6 teachers budgeted for 144 students. During the capacity interview, the interview team responded that they plan to have a two-teacher model in elementary school in reading and math. In middle school, they plan to have 24 students with a lead teacher and an assistant teacher. The interview team also indicated that if they don't have assistant teachers, then they can probably still meet enrollment ratios based on enrollment information from surrounding schools. There is still concern, especially in the elementary model where the teachers also need to have Montessori experience which can be challenging to hire.

The professional development opportunities and scheduling support the educational program. The plan outlined will support professional growth, generate collaboration, and cultivate future leadership as described on pages 200-208 of the application.

The applicant did not include the required Safety and Security training in the professional development plan.

The type of insurance and the proposed insurance carrier are identified in Attachment 3 of the application. However, the letter from the broker states they will get coverage later which appears that no underwriting has been done or costs estimates provided (page 359).

The applicant provides a transportation plan to support students 1.25 miles away aligns with MNPS policy. The applicant states they will also provide transportation in cases where walking is deemed unsafe on page 210 of the application.

The transportation plan contains a proposal from Gray Line which is only for a single bus for one year which does not allow for transportation of students who need special transportation because of a disability. During the capacity interview, the applicant responded that they would engage partnerships with the YMCA of Middle Tennessee to provide buses if necessary. They also stated they will address this issue on a case-by-case basis. There is still a concern that this requirement for transportation of students with disabilities does not have solid plan.

A plan for food service and adhering to state and federal guidelines is provided. The applicant explains how free and reduced-price lunch information will be collected from families. The applicant provides a plan for contracting out food services on pages 212-213 of the application.

The technology and data management plans are provided for classroom use. Additionally, a plan is provided to support student privacy on pages 214-215.

The applicant seeks waivers and rules or statutes that cannot be waived under Tennessee law. This causes concern for review members as it relates to the liability of the district.

The plan to use one laptop cart per three classrooms is a concern due to a Montessori and project-based learning centered curriculum which would require accessibility to technology for all students enrolled. Additionally, this is not aligned to the current model of MNPS students which is a 1:1 for technology access.

In conclusion, the review team determined the following:

- Professional development opportunities and scheduling presented align to the educational program
- Application provided details about governance and oversight of school performance, operations, and financials
- Application lacked a definitive permanent school site
- Numerous errors in the waivers submitted causing concerns for allowability if approved

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

FINANCIAL PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. Charter School Financing
2. Network Financial Planning-If Applicable

Evidence Findings

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

The budget worksheet is provided and represents a five-year start-up plan on Attachment N of the application. The narrative provides an explanation of revenue and cost expectations. Attachment N of the budget worksheet represents a five-year startup budget.

The proposed medical, dental, and vision benefit cost of \$5,000 per FTE is well below MNPS averages as described on page 414. There is concern that the applicant used The Property Acquired with Federal Grant Funds on page 410 since TDOE's definition of equipment is more restrictive (\$500), and the applicant should use the more restrictive definition to ensure compliance with federal regulations. The application's transportation plan did not include funding for Students with Disabilities, and the application identified no money for facility renovations in year one that will sustain growth year after year and additional grade expansion.

In conclusion, the review team determined the following:

- Application narrative provides an explanation of revenue and cost expectations
- Proposed benefit cost of \$5,000 per FTE is well below MNPS averages and thus the applicant is underestimating the benefit package costs
- Transportation plan did not include funding for Students with Disabilities
- Application identified no money for facility renovations in year one that will sustain growth year after year and additional grade expansion

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the Past Performance.

Evidence Findings

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

Section 4: LEA Financial Impact

T.C.A. 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the MNPS district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount.

This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the proposed charter school. The estimated negative fiscal impact would be as follows:

Enrollment Targets Each Year	Year 1 144	Year 2 216	Year 3 288	Year 4 360	Year 5 432	Capacity 792
Fiscal Impact to MNPS	(\$1,137,600)	(\$1,706,400)	(\$2,275,200)	(\$2,844,000)	(\$3,412,800)	(\$6,256,800)



Charter New Start Application Review Team Findings

Nashville Collegiate Prep High School

Spring 2023| MNPS Office of Charter
Schools



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Section 1: Report Summary

ABOUT THE STATE LAW

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

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

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

ABOUT THE PROPOSED SCHOOL

Proposed Model: College preparatory focus for high school students.	
Proposed Grades	9-12
Proposed Enrollment Cap	600
Proposed Location	Cane Ridge Cluster

SUMMARY RATING

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

REVIEW COMMITTEE RATINGS PATHWAYS IN EDUCATION	
CATEGORY	OVERALL RATING
Academic Plan Design and Capacity	Partially Meets Standard
Operational Plan and Capacity	Partially Meets Standard
Financial Plan and Capacity	Partially Meets Standard
Portfolio Review and Performance Record	Partially Meets Standard

Section 2: The Evaluation Process

THE REVIEW COMMITTEE

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

A team of 10 people reviewed the new start applications and produced the evidence findings. The review committee members included:

- Executive Director of Exceptional Education
- Executive Director of English Learners
- Executive Officer of Strategy Performance Management
- Executive Officer of Teaching and Learning
- Director of Research and Evaluation
- Director of Boundary and Planning
- Director of Facilities and Planning and Construction
- Director of Facilities and Planning
- Coordinator of Grants
- 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.

EVALUATION PROCESS FOR NEW START APPLICATIONS

The MNPS Office of Charter Schools' evaluation process is based off of 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 application utilizing the published evaluation criteria from TDOE. The evaluation team reaches consensus regarding each section of the new start application, which comprises the final report produced by the Office of Charter Schools. 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

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

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

Our review team looks for evidence of the following in each application:

- Innovative instruction that results in academic achievement for all students
- School operations that support academic achievement
- Sustainable fiscal practices that ensure financial stability

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

Section 3: The Ratings

ACADEMIC PLAN DESIGN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. School Mission and Vision
2. Enrollment Summary
3. Academic Focus and Plan
4. Academic Performance Standards
5. Phase-In/Turnaround-If Applicable
6. High School Graduation and Post-Secondary Readiness- If Applicable
7. Assessments
8. School Calendar and Schedule
9. Special Populations and At-Risk Students
10. School Culture and Discipline
11. Recruitment and Enrollment
12. Parent and Community Engagement and Support

Evidence Findings

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

The applicant's mission statement on page 3 states, "Nashville Collegiate Prep High School's (NCPHS) mission is to provide a personalized, engaged, supported, and challenging environment that will strengthen students academically, socially, and emotionally. Students will leave NCPHS with the skills and mindset necessary to not only face reality but create improvements for the next generation, along with the skills necessary to succeed in college, trade school, or the workplace." The philosophical beliefs provided on pages 2-4 support the mission of the school. Six key strategies are described that align with the mission and the Metro Nashville Public Schools (MNPS) framework (pages 5-6). The applicant describes standards-based instruction with a focus on growth and gains for students who are behind grade level.

While the mission statement is clear and concise, it is not measurable or compelling. It does not identify specific groups of students or populations the applicant seeks to impact. The applicant's mention of how the mission and vision linked to the purposes for charter schools found in Tennessee Code § 49-13-102(a) lacked specificity and clarity (pages 4-5). The six key strategies described on pages 5-6 of the application are not innovative and already exist in most MNPS high schools: freshman academy; academic pathways for college and career readiness; organized, sequential, structured curriculum; SEL and academic integration. The applicant does not provide explicit references to show their innovations are supported by evidence of success. On page 3 of the application, the applicant provides a reference to John Hattie's 2018 list of factors related to student achievement with Collective Teacher Efficacy "with an effect size of 1.57" but provides no baseline to support the context for this statement to understand how this would the impact student achievement.

The applicant describes the community from which the school intends to draw students as Southeast Nashville and includes demographics, school zones, and academic performance of existing schools (page 7-11).

The rationale for selecting the community where the school will be located was not compelling and robust. On page 9, the applicant lists a few reasons without going into enough detail about the specific neighborhood or community. The data provided on pages 7-11 about academic performance of the schools does not include the existing charter schools in the proposed area, LEAD Prep Southeast High School or Knowledge Academy at the Crossings. The review team has numerous concerns about the enrollment summary and demographics charts related to enrollment projections. Based on the Southeast Nashville's demographics, targeting African American students does not align with the existing communities (page 11). The table on page 11 shows a projection of 5% of Students with Disabilities which is well below the district's average concentration of Students with Disabilities of 13.10%, so more information is needed to know how this projection was determined. The projected English Learner (EL) population of 30% is lower than surrounding high schools, Overton HS 32.38%, Glenclyff HS 43.09%, Cane Ridge 36.49%, and Antioch HS 42.74%. The school's English Learner (EL) teaching staff is built on the EL population of MNPS traditional high schools; however, there is not enough information provided to understand the staffing and budget plan in the event more EL students enroll than projected. The applicant indicates on page 11 that they intend serving a "majority of students who are living below the poverty line," but the applicant's budget does not include any federal funding (Title I or II), so it is unclear if the applicant overlooked that projection in the budget or intends to decline Title I and Title II funding. There is also a concern about the ability for the applicant to attract 600

students at build out based on the applicant's current school, Nashville Collegiate Prep Middle School, which has been under the target per grade and will be the main feeder for the proposed high school. The response during the capacity interview raised further questions for review members. The applicant stated that they will open in Fall of 2024. Additionally, the school plans to continue to have 150 students as they grow with existing students matriculating over time. The applicant also stated during the interview that next year they are authorized to have about 150 students per grade level in the K-8. There were concerns about whether this target would be met. If the enrollment target is met based on the numbers provided, Nashville Collegiate Prep will need to attract a significant number of students to meet the year 1 target during a time when a state charter school will open a high school in that area in the Fall of 2023. In addition, high school enrollment in Davidson County is also projected to decrease in the coming years and currently the existing nearby charter schools are also under enrolled.

The school's academic focus aligns with the school's mission and vision. On page 16, they state their "goal is for our graduates to leave as assertive, respectful communicators for their personal, professional, and community needs with a career and personal finance plan that will successfully launch them into their futures." The academic plan will be developed in Professional Learning Communities where teachers will focus on instruction and student learning as described on page 18 of the application. The applicant states they will use NWEA MAP as a universal screener and it will be used to guide instruction and create student groupings on page 20. The data will be tracked by grade level, teacher, and subgroups to determine remediation or enrichment through whole-group and small-group instruction. A variety of electives are described on page 35 and additional academic programming through enrichment activities and clubs on pages 29-30. On pages 19-20, the applicant describes how SEL is embedded in instructional practices to address non-academic learning. Students will develop their Yearly Personalized Mobile Learning Plans with their teachers and parents to define their own learning roadmaps for the year with quarterly milestones as described on page 22 of the application. In addition, instructional strategies and ideas are proposed such as blending learning through a one-to-one technology plan, project-based learning, and cooperative learning (pages 36-39). On page 46 of the plan, NCPHS describes how all the instructional strategies and curriculum are suitable for all students. They describe that the SEL program will support EL students and students with disabilities. The school states the blended learning will allow students opportunities to close learning gaps, practice skills, receive feedback, collaborate, and learn at their own place.

While the academic plan is provided, the Research and Expert Thinking table on page 40 that shapes their academic plan does not have sufficient explicit references cited about their actual key strategies to indicate that the features of their plan are research-based. Additionally, the applicant provides information about strategies for curriculum implementation, but they did not provide enough details about the planned curriculum itself and how it explicitly aligns with Tennessee State Standards. The Freshmen Academy is focused on core subjects, so it is unknown how career exploration, career awareness, and career aptitude are built in (pages 26-27) to the curriculum. There is also concern that the Elective Focus Pathways separate Advanced Placement (AP) and career pathways. Since AP students can excel in the other pathways this sends a message that students in career pathways cannot achieve at high levels (pages 28-29). On pages 20-21, the applicant describes Data Chats and IFC assessments that teachers will use to determine how to best cluster students; however, it is unclear if this is referring to RTI tiers and what data will be used. Overall, it was difficult to follow the table of contents provided

on page 15 of the application since the page numbers in the chart don't match the content that follows and the items in the chart are not in order.

The applicant outlines a process for measuring, monitoring, and revising academic achievement goals (pages 49-50). They provide measurable goals for each assessment. There is a corrective action plan addressing what the school will do if it falls below state, district and/or its own academic achievement goals (page 50-51). The applicant outlines a plan for Response to Instruction and Intervention (RTI²) that aligns with Tennessee guidelines and includes a focus on special populations (pages 51-52).

While the academic achievement goals are outlined, some of them are redundant and some are not described clearly. Additionally, many of the goals are not realistic such as “90% of students will score On Track/Mastered on End of Course and TNReady state assessment after attending for 2 years”. In addition, no goals are provided for students in year 1. In addition to academic goals, the mission and vision also focuses on social and emotional skills, but no goals are listed for non-academic outcomes related to “skills necessary to succeed in college, trade school, or the workplace” as they describe in their mission. On pages 51-52, the applicant includes best practices related to Tier I, II, III instruction, but provides little detail about actual implementation. Student attendance goals are low at 90% (page 53) and no chronic absenteeism goal is provided, which is a state accountability measure. Information is not provided about the plans to address chronic absenteeism and student attendance. Also, information is not provided about specific steps the applicant will implement for students who struggle with daily attendance. The information provided regarding the promotion/retention plan lacks sufficient detail about how credits are earned, how credits are earned per course, and how many credits are needed for each grade classification to determine if it is rigorous.

The grading policies are consistent with the state's uniform grading policy and those of MNPS as indicated on page 58. Descriptions of graduation requirements for different diploma types are provided. The description of graduation requirements on pages 59-60 is described and the different diploma types are delineated with an established value of each diploma opportunity.

The applicant's plan for meeting the Tennessee graduation requirements (including credits, transcripts, electives, and GPA calculation) did not include a compelling explanation of any additional requirements beyond the State's requirements. Information is not provided on GPA calculations or transcripts within this section. In addition, the applicant's explanation of how the school's graduation requirements will ensure student readiness for college or other postsecondary opportunities lacks detail (page 58). The applicant does not include any information about how students will earn Ready Graduate designation, which is 20% of high school accountability framework.

The applicant provides a clear plan for internal and external assessments, as well as staff roles/responsibilities for each level of assessment on pages 62-64. A process for collecting, analyzing, and using data to support instruction is articulated with detailed plans presented to provide adequate training for teachers and school leaders (pages 67-73). The PLCs and School Level data team each have a focus on special populations as described on page 65.

There is a concern with the use of NWEA MAP as a data source for high school since it does not assess Tennessee standards directly and is adaptive so that it will go off grade level.

The review team has concerns and questions about aspects of the schedule. The schedule indicates 45 minutes for arrival and breakfast which is during time that should be instructional but provides only 50-minute class periods which are not ideal for instruction. On page 69, the example schedule provided only indicates 30 minutes during a Success Block which will not suffice for Tier III or special education intensive interventions. There is also conflicting information related to the calendar on page 70 which indicates that their calendar will extend one week past the MNPS calendar, but the calendar provided in Attachment A does not show this. There is not enough information related to after school programming, summer programming, and extra-curricular activities to know if they are reasonable.

Applicant leadership has experience working with special populations and has identified a process for identifying special populations and supports needed for academic success. Plans are provided for monitoring and evaluating progress for special population students on pages 73-87. The applicant provides that English Learner teachers will be endorsed and receive ongoing professional development on page 74. The applicant also states they will have a certified gifted teacher on staff and contract for related service providers. The plan includes provisions for serving a student body with diverse learning needs on page 73. The plans include teaching strategies and how to put them into action. A structured English immersion service model will be used at the school to promote literacy and proficiency as described on page 79. Also, on page 79, the applicant states they will ensure all students are prepared for college and career by developing transition planning.

Some of the details provide concerns about the depth of knowledge of the applicant related to policies and standards. On page 73 and 79 of the application, the applicant references a state board policy for English Learners which expired in July 2021. Tennessee now uses State Board ESL Rule 0520-01-19. The applicant also provided on page 74 that EL students identified as levels 1-2 may be scheduled in courses coded ELD, otherwise all EL students will be scheduled for recommended non-ESL English courses. This statement is not in compliance with State Board ESL Rule 0520-01-19. The school also lists the goal on page 79 connected to the NC English Language Proficiency standards, but Tennessee uses WIDA standards. The applicant speaks to pre-functional, beginner, intermediate levels when referring to English Learners which are not terms used in WIDA or Tennessee Rule. Additionally, it is also not clear when pull-out for English Learners will occur from the information provided on page 82. There is also more information needed related to plans for SPED services. On page 77, the applicant defines the IEP team making placement decisions but lacks clarity on the instructionally appropriate IEP writing process. More information is also needed about what they will use for progress monitoring from the information provided on page 78. On page 86, the applicant refers to Child Find responsibilities for gifted learners and states that Educational Plans (EP) will be developed, but some students who are identified as Intellectually Gifted and meet the second prong may be eligible for an IEP. The applicant did not clarify if they will hire Special Education teachers with both Interventionist and Comprehensive Certifications from the information provided on page 74.

The applicant states they will support a positive academic environment through Restorative Practice and Peer Mediation on page 89. Plans are provided to connect culture to the applicant's mission and vision and include ways to support culture within the classroom on pages 88-89. Information is also provided about the first month for students with specific expectations for student behavior on page 90. The plan

also includes ways to support new teachers through the onboarding process to assimilate them into the school culture.

The application lacks a description of strategies that will be used for special populations. There are several concerns related to the Student Handbook. The calendar in the handbook does not align with Attachment A that the applicant provided. In addition, the daily schedule on page 69 does not align with the arrival time listed in the Student Handbook so the review team cannot confirm the length of the instructional day due to the conflicts between the Student Handbook, Attachment A and the schedule on page 69. On page 43 in the Student Handbook, sufficient details are not provided regarding the promotion/retention policy to know if the number of credits earned has an impact on grade level. The review team also has concerns about the Mobile Classroom Camera waiver mentioned in the Student Handbook since it is unclear of the purpose, how the data/recordings will be used, the retention policy for the data, and the impact FERPA has on the use of the cameras.

The applicant's enrollment policy aligns with state law and district policies as described on pages 92-98 of the application. The recruitment plan prior to and during opening is provided.

The review team has questions as to whether NCPHS factored in the opening of other HS charters in this area of town into their enrollment and recruitment strategies. KIPP, Tennessee Nature Academy, and additional capacity at Lead Prep Southeast and KA @ The Crossings should be considered. During the capacity interview the applicant stated that the model is driven by the needs of the K-12 system. The applicant stated that 90% of the current parents want it. Over time, NCPHS plans to fill until they have a stable K-12 system. There are plans for drawing from the community and they anticipate the design will attract people who will like the unique model that fits their purposes. This response did not provide any insight on whether the applicant considered other surrounding school openings in the recruitment plans for the opening of NCPHS.

There is evidence that community feedback has been received through an external survey provided on page 99 of the application. A plan is provided to communicate learning, host parent nights, and have a social media presence on page 101 of the application. The applicant provides a plan for informing and educating parents on school policies on page 100-101.

While the applicant provides an external survey, the applicant does not provide the number of surveys sent, the location of the respondents, and the number of respondents. The letter provided in Attachment E is evidence of business support, but there is a lack of evidence of parent support since the applicant states there is enthusiasm from parents of students already attending Nashville Collegiate Prep MS but does not provide any letters of support from them.

In conclusion, the review team determined the following:

- Enrollment policy aligns with state law and district policies
- Application included unrealistic enrollment goals based on the under enrollment of the current middle school
- Policies and standards cited related to English Learners are not compliant and current
- Application is out of compliance with RTI² mandated intervention time

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

OPERATIONAL PLAN AND CAPACITY

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing 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. Waivers
12. Network Vision, Growth Plan, & Capacity
13. Network Management
14. Network Governance
15. Personnel/Human Capital-Network-Wide Staffing Projections

Evidence Findings

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

The proposed board members offer knowledge and skills needed to oversee a charter school as provided on page 102-106. The applicant provides initial and ongoing board training as required by law on pages 106-110.

The applicant provides details and the person(s) responsible for starting the school provided on pages 111-113. The plans are reasonable for staffing purposes provided on pages 111-113.

While the applicant provides the details, they do not describe potential challenges for the review team to have confidence that they will be prepared to address them.

The facility plan describes a 21st century learning environment with flexible partitions between classrooms.

The facility on page 115 does not include both lab and instruction experiences required in Career and Technical Education. The years are not included on the Site Development Project Timeline provided on page 116. The timeline indicates that construction will run from February to July. The applicant describes a 93,400 SF facility on page 114 to serve their school. It is not feasible to construct such a size building in 6 months. If Phase 1 is a tenant build out of 47,900 as indicated on the floor plan included in Attachment U, 6 months may be feasible. However, Phase 1 is shown to include only middle school functions/classrooms. There is no timeline given for the build out of Phase 2 which is the

space indicated for use by the high school. On Page 117, the applicant indicates that the contingency plan for construction not being completed on time is to delay opening. This implies that there is no contingency plan for educating students that apply and choose to attend the school which might not open on time. During the capacity interview the applicant stated that Phase I is breaking ground right now at 14446 Old Hickory Boulevard to have it open in 2024 with 9th grade. Phase 2 will begin in 2024 with another 600 student stations with half middle and half high school. This is still a concern since the students will not have a cafeteria or gym. The facility plan provided includes 1/3 of provided classrooms with no exterior walls. While this works for setting up the school to comply with storm shelter requirements, it prohibits access to daylight for inhabitants of these rooms and provides no natural views to the exterior.

The recruitment and selection process are likely to result in diverse leadership teams and staff that represent the student body on pages 123-132. The compensation packages are competitive to attract and retain staff as described on page 130.

Some aspects of staffing are unclear. There is only one teacher listed in Years 1 and 2 for both special education and EL as indicated on page 122. During the capacity interview, the applicant stated that they will have a teacher that is certified in English and EL, and it is their vision to have as many teachers as possible who are dual endorsed. When asked if they would only have one teacher dedicated to ELD courses, the applicant responded they would. This is still a concern since there is not a large hiring pool for dual endorsed teachers and it is unclear why the applicant did not just include that position in the budget as an EL teacher. The applicant was also asked how they determined the percentage of students with IEPs that they will serve. They stated it is based on assumptions of their current school, surrounding community, and a best guess based on that. This is still a concern since the projection does not align with current MNPS data. The position of Special Education Coordinator is listed in the organizational chart on Attachment G but is not funded in the budget either.

The professional development opportunities and scheduling are linked to improving student achievement as described on pages 134-136. The plan is responsive to qualitative and quantitative data and evidence.

It is not clear who will be responsible for all aspects of the professional development plan or how it will be differentiated for individual teachers. The applicant does not include safety and emergency response training in the PD sections.

The insurance certificate was provided in Attachment J.

The transportation plan has concerns related to whether the one bus in the budget can transport students outside the 2-to-4-mile radius. During the capacity interview, the applicant stated they built in an assumption of 40% ridership. They stated as enrollment grows, the number of buses will increase. This is still a concern since the funding for an increase in buses if needed in Year 1 is not included in the budget. There is lack of evidence that students with special needs will be served with transportation by a third-party vendor on pages 144-145. During the capacity interview, the applicant stated if transportation is part of the student's IEP then they will comply with that using contracted services. This is still a concern since the funding for contracted services for students who need accessible transportation is not included in the budget.

The applicant provides a clear description of how the school will offer food services by contracting with a vendor providing all equipment on pages 146-152.

The applicant outlines technology and safety plans on pages 148-150 of the application.

The maintenance plan for the school facilities on page 151 does not have any details.

The roles and responsibilities of the board and the CMO are defined on pages 153-155. Noble Education Initiative has the responsibility to do the implementation and the board sets and review the policy as described on pages 153-155.

The applicant seeks waivers and rules or statutes that cannot be waived under Tennessee law. This causes concern for review members as it relates to the liability of the district on pages 156-160.

A growth plan is provided with details on pages 161-163.

Annual progress report as outlined in T.C.A. § 49-13-120 requires each charter school to annually report to the chartering authority and the commissioner on the progress toward achieving the goals outlined in its charter by September 1. The application did not include an annual report for the existing school within the network that was submitted to its current authorizer. The review team asked the applicant to provide the reason for this during the capacity interview, but the applicant did not provide a clear reason why they do not comply with this requirement for their existing charter schools. Additionally, the applicant just opened a charter school in Rutherford County this fall and did not address the challenges of their capacity to add another school so quickly.

The leadership roles and responsibilities are described on pages 164-165 and Attachment M. There is concern there is only one person on the board with K-12 experience.

ReThink is described as providing oversight to the school on pages 166-171.

A plan is provided for network staffing on pages 174-175 that is conducive to the school's success in core subjects.

The staffing projections on page do not include enough staff to provide non-core courses.

In conclusion, the review team determined the following:

- Application included a PD plan that is responsive to quantitative and qualitative data and evidence
- Application included insufficient funding for transportation for general and students with disabilities
- Application included numerous errors in the waivers submitted causing concerns for allowability if approved

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

FINANCIAL PLAN AND CAPACITY

The Criteria

According to the state’s rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the following:

1. Charter School Financing
2. Network Financial Planning-If Applicable

Evidence Findings

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

As stated in the Academic Plan Design and Capacity section, there is not an EL teacher included in Year 1 budget. During the capacity interview the applicant stated that an EL teacher will be included and certified in English language arts and EL, however the budget did not reflect this position. The school does not include any funding from Title I or II in their budget. While the school includes additional funds for fundraising/philanthropy and the Charter School Program grant in the pre-opening budget, the amount of fundraising/philanthropy decreases significantly in years 1-5.

The applicant declined to provide a network plan and stated on page 179, “Rethink Forward does not have a network budget nor does it extract any revenues from the schools it operates. The school level budgets reflect the budgets for ReThink. We rely on partnerships with established providers with expertise to deliver the services we need to support our schools. This includes back-office services and facility development and financing as needed. ReThink Forward does not have any employees at the network level nor do any members receive compensation. All employees are school-based staff and reflected in their respective school budgets. As we add additional schools, we are being thoughtful in mitigating risk to the foundation and its schools by not co-mingling assets or cross collateralizing financial obligations of schools. Our objective is for each school to stand on its own financially.” Overall, there is a concern about the lack of reporting of required documents and why those cannot be provided.

In conclusion, the review team determined the following:

- Application included additional sources of revenue in the pre-opening budget, such as fundraising/philanthropy and the Charter School Program grant
- Applicant did not include appropriate staffing for serving English Language learners in the budget
- Applicant declined to provide details relating to the network financial plan that outlines the fiscal health of other schools in its network

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

PORTFOLIO REVIEW AND PERFORMANCE RECORD

The Criteria

According to the state's rubric, the review committee should consider if the application provides a characteristic of a strong response addressing the Past Performance

Evidence Findings

The applicant provided the TVAAS growth score and TCAP Reading and Math Achievement compared to Davidson County for grades 3-5 to Nashville Collegiate Prep.

The applicant provided growth and achievement data of its existing school within the portfolio. However, that data was either similar or underperformed that of MNPS. However, in 5th grade reading, NCP scored 13% proficiency compared to Davidson County at 26%. In addition, the TVAAS growth score of 3 is lower than the district growth score of 5.

The applicant does not provide the latest audit (Attachment S) and provides the following statement: "The 2021-22 audit work has been completed except for one outstanding audit adjustment that is holding up submission of the audit. The Tennessee Public Charter Commission is waiting on MNPS to certify the number of outstanding receivables due to our school from last fiscal year. Our auditor has recommended we wait until this number is certified before submitting the audit."

Additionally, the applicant provides the Authorizer Annual Report from the Tennessee Charter Commission for SY21-22 which indicates the school Did Not Meet Standard in the category of Academics.

In conclusion, the review team determined the following:

- Applicant provided growth and achievement data from current school within the portfolio
- Data was either similar to or underperformed that of MNPS
- Application lacked a reporting of data into schools managed by Nobel Education Initiative, the confirmed CMO
- Applicant did not include the latest audit
- Authorizer evaluation provided for the current school listed in the portfolio did not meet the standard in the category for Academic Performance Growth

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

Section 4: LEA Financial Impact

T.C.A. 49-13-108(c) An LEA may deny on the basis that the opening of the charter school will cause a substantial negative fiscal impact on the district.

To show the estimated fiscal impact, the MNPS district utilizes the number of projected students and the difference between the estimated charter per pupil amount and the average SBB per pupil amount.

This shows the estimated negative fiscal impact to the district assuming these students are opting out of an MNPS school to attend the proposed charter school. The estimated negative fiscal impact would be as follows:

Enrollment Targets Each Year	Year 1 150	Year 2 300	Year 3 450	Year 4 600	Year 5 600	Capacity 600
Fiscal Impact to MNPS	(\$1,185,000)	(\$2,370,000)	(\$3,555,000)	(\$4,740,000)	(\$4,740,000)	(\$4,740,000)

Metropolitan Nashville Public Schools
Sales Tax Collections
As of April 20, 2023

General Purpose Fund

MONTH	2022-2023 Projection	TOTAL 2022-2023 COLLECTIONS	\$ Change For Month - FY23 Projection	% Change For Month - FY23 Projection	% Increase / Decrease Year To-Date
September	\$24,878,775.24	\$27,797,137.28	\$2,918,362.04	10.50%	10.50%
October	\$23,893,677.39	29,379,416.49	5,485,739.10	18.67%	14.70%
November	\$24,962,986.47	30,294,470.03	5,331,483.56	17.60%	15.70%
December	\$25,746,646.49	30,874,594.71	5,127,948.22	16.61%	15.94%
January	\$25,317,652.83	29,828,664.82	4,511,011.99	15.12%	15.78%
February	\$30,197,814.30	33,492,407.18	3,294,592.88	9.84%	14.68%
March	\$22,710,076.95	27,317,360.34	4,607,283.39	16.87%	14.97%
April	\$23,778,308.32	27,249,629.71	3,471,321.39	12.74%	14.71%
May	\$27,850,698.75				
June	\$28,959,075.29				
July	\$29,247,388.20				
August	\$29,060,399.78				
TOTAL	\$316,603,500.00	\$236,233,680.56	\$34,747,742.58		14.71%

Debt Service Fund

MONTH	2022-2023 Projection	TOTAL 2022-2023 COLLECTIONS	\$ Change For Month - FY23 Projection	% Change For Month - FY23 Projection	% Increase / Decrease Year To-Date
September	\$3,780,538.42	\$5,619,873.22	\$1,839,334.80	32.73%	32.73%
October	3,603,511.16	5,941,907.38	2,338,396.22	39.35%	68.83%
November	3,704,686.49	6,126,974.48	2,422,287.99	39.53%	79.06%
December	3,659,926.81	6,244,303.13	2,584,376.32	41.39%	84.71%
January	3,591,215.77	6,032,766.63	2,441,550.86	40.47%	88.02%
February	4,420,063.90	6,773,748.60	2,353,684.70	34.75%	87.97%
March	3,227,415.79	5,524,862.11	2,297,446.32	41.58%	92.36%
April	3,242,235.82	5,511,163.77	2,268,927.95	41.17%	93.21%
May	3,916,499.60				
June	3,760,197.76				
July	3,866,814.37				
August	3,949,020.06				
TOTAL	\$64,032,200.00	\$47,775,599.32	\$18,546,005.15		38.82%