

KIPP Nashville Middle

A Proposed Metropolitan Nashville Public Charter School

Amended Charter School Application

KIPP:Nashville
Work hard. Be nice. Be honest.

July 9, 2015

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SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

In this section applicants should provide a clear, specific and concise response regarding the existing academic plan, as it supports replication.

1. Provide a statement describing the mission of the new school.

KIPP Nashville Middle School (KNM) will be part of the highly successful national network of Knowledge is Power Program (KIPP) schools that provide college preparatory education to more than 59,000 students in 162 schools located in 20 states and the District of Columbia. Nationally, more than 85% of KIPP students are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino. KNM will not only be a part of a high-performing national network of schools; KNM will be the fifth school in the KIPP Nashville region of schools that offer Nashville students a proven K-12 pipeline to and through college. KIPP at Kirkpatrick Elementary (grades K-4; opening under MNPS in 2015), KIPP Nashville College Prep Elementary (grades K-4; opening under MNPS is 2018), KIPP Nashville College Prep (grades 5-8; MNPS), KIPP Academy Nashville (grades 5-8; MNPS), KIPP Nashville Collegiate High School (grades 9-12; MNPS), and a second primary campus being applied for from MNPS concurrently (to be opened in 2017) comprise the regional KIPP feeder pattern that has already demonstrated high academic achievement for its students. With the guidance and support of the KIPP Nashville School Support Team (KNSST) and KIPP Nashville Board of Directors, KNM will help realize the KIPP Nashville vision to provide every student in Nashville access to a high-quality, college-preparatory seat in a public school.

The mission of KNM (and all KIPP Nashville schools) is to cultivate in our students the academic and character skills needed for them to succeed in high school, college and life beyond. These mission and vision statements were formed by the KIPP Nashville leadership team in conjunction with the KIPP Nashville Board of Directors.

As the seventh school opened and managed by KIPP Nashville in partnership with MNPS, KNM will address the following MNPS priorities:

1. KNM will advance academic performance of students that underperform (Review and Target) over multiple years on the Academic Performance Framework (APF) through location in a community with persistently low-performing schools and recruitment of students who are zoned for persistently low-performing schools.
2. KNM will add to (and not diminish) the number of schools with student enrollment diversity in Nashville by leveraging its network and local reputation to recruit from geographically close, diverse communities.
3. KNM will account for and advance identified needs in the context of recently approved new schools (district and charter) that may be growing to address those needs already identified by providing increased access to a high-performing, college-preparatory feeder pattern (including prioritized admission to KIPP Nashville Collegiate High school) for students who are currently without convenient access to such school.

Based on the performance of KIPP Nashville's current portfolio of local schools formed in partnership with MNPS and in alignment with the MNPS strategic plan, KNM will be positioned to:

- Increase the number of MNPS Achieving or Excelling schools in MNPS
- Increase access to Achieving or Excelling schools for those MNPS students who are not currently enrolled in a school with this distinction
- Establish annual performance targets and benchmarks aligned with the MNPS Academic Performance Framework

2. Describe the existing academic plan.

- Describe any key academic plan features for the replication school that will *differ* from the operator's existing schools.
- Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

The KNM plan does not differ from those plans approved by MNPS for KIPP Academy Nashville (2005) or KIPP Nashville College Prep (2013), included as Attachment 12. KNM will open in the same community as KIPP Nashville Primary (KNP) as a neighborhood new-start charter providing a high-need community a high-performing college-prep option in a community the MNPS Board designates as having the greatest need. The most significant difference among these middle schools will be the curricular/instructional/assessment changes made at KAN and KNCP to align with the state's transition to Common Core and TN Ready, and a recruitment focus for KNM on a diverse student population as a secondary enrollment target (in alignment with the MNPS diversity priority and the KIPP Nashville Diversity Plan, included as Attachment 13).

All curricular materials have been revised to align to the Common Core with foundational curricula from Great Minds, including the Wheatley Portfolio for ELA and Eureka Math for math (both of which have been adopted by most KIPP regions across the country, providing vast resources and support for KNM staff). KIPP Nashville has also adopted a blended learning strategy to provide increased individualization for each student using 1:1 Chromebooks during daily intervention time. Curricula like Achieve 3000 and Khan Academy are utilized on this platform to supplement the core curricular materials and provide computer-adaptive, standards-aligned practice for each student in reading and math. KIPP Nashville employs a regional approach to curricular adoption to better leverage the resources and support of the KNSST and national network and reserves the right to modify curricula to other standards-aligned programs as dictated by data. An additional change made in the academic plan to align with the Common Core is a revision to scheduling and staffing to afford greater capacity in each grade level for ELA. Each grade level now retains two ELA teachers, one math teacher, and one science/social studies teacher, which allows for a data-driven literacy block each day (in addition to the grade level ELA course). This approach ensures robust capacity for student support around the more rigorous Common Core ELA standards. See section 4.3 for more details about this change to literacy instruction.

Because these revisions have been implemented in the existing schools through the reorganization of resources, and are not a departure from the vision and model outlined in the charter being replicated, no additional resources are required.

Target Population and Enrollment

1. Describe the target student population of the replication school, including the demographic profile.

KNM will partner with MNPS to identify a community with limited access to high-performing, college-prep schools as the target community for the school. KNM, like all KIPP schools (including those in Nashville), is designed with the needs of students who come from low-performing schools and may be behind grade level in reading and/or math, and/or require intervention to meet and exceed standards. In Nashville, these students are largely low-income (qualifying for free or reduced lunch) and/or students of color (African American and/or Hispanic). Because the capacity to meet these needs is a foundation of the model (data-driven decision-making, robust time and capacity for intervention, and differentiation as a core element of instruction), KNM is designed with the capacity to meet the diverse needs of a diverse population (including intensive intervention, remediation, and enrichment).

2. Explain the need for this particular school with regards to the target student population.

KNM will meet the needs of the target student population by expanding access to a proven high-performing, college-prep program in a community currently without such options. Although the school will actively recruit from diverse communities as a secondary focus, the families that are choosing KIPP for their students often have the lowest performing students and the primary recruitment target will be a high-needs community. The majority of KIPP Nashville students come from low-income families and ethnicities under-represented in four-year universities. Of the 645 students enrolled in the two middle schools and one high school, 88% qualify for free or reduced lunch and 96% identify as African American and/or Hispanic.

Although MNPS is closing the achievement gap more quickly than the state average (in large part because of the innovation models, like KIPP, that MNPS supports) and has a smaller gap across all subgroups than that of the state, a substantial gap still exists across all subgroups (as captured in the MNPS 2014 *District Accountability Report*. <<http://www.innovation.mnps.org/AssetFactory.aspx?did=97327>>.).

Closing this gap is something KIPP Nashville is doing with its students in its existing schools. All three KIPP Nashville schools are largely comprised of low-income students of color and have a percentage of students who qualify for special education that is the same as or greater than that of the district average. Both KIPP Nashville middle schools were designated as “Excelling” in the most recent year for which data is available. KIPP Nashville is not only one of the highest performing charter operators in Nashville, it is the longest-tenured charter operator with a focus on college preparation. This proven track record positions KIPP Nashville as a partner for MNPS in closing the achievement gap and increasing the number of high-performing schools.

3. Describe how the implementation of the academic plan will meet the needs of the proposed target population.

More than 160 KIPP schools serve predominantly low-income students of color across the country through a model that is designed to close the achievement gap. In KIPP regions across the country, KIPP schools have earned distinctions such as the following:

- Of the 12 regions with a KIPP high school, the college matriculation rates of KIPPsters versus students at traditional local schools was 31 percentage points higher (2013).
- In 2013, 55% of KIPP 8th graders outperformed their national peers in reading and 59% did so in math, despite the fact that more than half of those students enrolled in KIPP below grade level in both subject areas.
- By the end of 8th grade in 2013, 93% of KIPP classes outperformed their local districts in reading and 89% did so in math.

In fact, a recent third-party study of KIPP schools by the Mathematica Policy Research firm found vast evidence of the impact and effectiveness of the KIPP model. Researchers concluded:

- KIPP middle schools have positive and statistically significant impacts on student achievement across all years and all subject areas examined, and the magnitude of KIPP’s achievement impacts are statistically substantial.
- KIPP does not attract more able students (as compared to neighboring public schools) and KIPP’s achievement gains are similar for the matched comparison design and the experimental lottery analysis--demonstrating that parental motivation cannot explain KIPP students’ achievement gains.

- Average KIPP impacts on a nationally normed test that includes items assessing higher-order thinking skills were similar to impacts on high-stakes state tests, proving that the academic growth students demonstrate is more expansive than that afforded by “teaching to the test”.
- Academic gains at many KIPP schools are large enough to substantially reduce race and income-based achievement gaps.

Nearly ten years of KIPP experience in Nashville reinforce this data. As demonstrated in the data compiled in Attachment 7, KIPP Nashville students make enormous growth in the four years they attend a KIPP Nashville middle school and ultimately outperform the district and state across all content areas. See Attachment 7 for a snapshot of the KIPP Nashville portfolio’s achievement. The foundational elements of the KNM model and all KIPP Nashville schools—extended instructional time, standards-aligned curriculum, recruitment and support of highly-skilled educators, values-based character education, data-driven decision-making, and embedded intervention—are research and practice-proven strategies for the target population and allow the flexibility needed to differentiation for diverse learners.

4. Describe any enrollment practices, processes, and policies that will *differ* from the existing school.

All enrollment practices and processes will be the same as those outlined in the KIPP Nashville College Prep charter with the following exceptions:

- 1) The recruitment strategy for KNM will include a secondary focus on diversity in the student population, after the primary recruitment focus of the target community identified in partnership with MNPS (which will ideally be a low-income community with limited access to high-performing school programs). This change in recruitment strategy is intended to align with the diversity plan outlined as Attachment 13.
- 2) Priority will be given to students matriculating from other KIPP Nashville schools.
- 3) Siblings will receive priority enrollment within and across KIPP Nashville schools.

Outside of the recruitment focus and enrollment preferences outlined above, KNM will utilize the same practices outlined in the KIPP Nashville College Prep charter, which have resulted in full enrollment of the target populations at all KIPP Nashville schools in operation.

5. Complete the enrollment summary chart below.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 2019	YEAR 2 2020	YEAR 3 2021	YEAR 4 2022	YEAR 5 2023	AT CAPACITY 2023
5	96	96	96	96	96	96
6	0	94	94	94	94	94
7	0	0	84	84	84	84
8	0	0	0	76	76	76
TOTAL	96	190	274	350	350	350

Performance Management

1. Describe any mission-specific **educational** goals and targets that the organization will have. State goals clearly in terms of the measures or assessments you plan to use.

All KIPP schools are built on KIPP’s Five Pillars—the foundational elements of all KIPP schools that ensure KIPP students are on a predictive path to and through college. The Five Pillars are:

1. High Expectations: Clearly defined, measurable expectations for all students; no excuses; culture of achievement and support
2. Choice and Commitment: All stakeholders make the choice to be a part of the school community; all stakeholders codify this choice with a commitment to excellence
3. More Time: Longer day, week, and year; student and staff development each summer; allocation of instructional minutes that prioritizes student needs
4. Power to Lead: School leaders drive decision-making; flexibility to meet the needs of students and their community; support and development for leaders to leverage best practices from across the country
5. Focus on Results: Objective data to measure progress and set goals; unrelenting focus on achievement for every student

As a KIPP school guided by the Pillars, KNM is characterized by its use of rigorous annual and long-term goals to drive programming. Frequent, reliable, objective assessment measures evaluated by all staff provide real-time data on the school’s progress toward goals and inform supports for students and staff. KIPP Nashville has completed a robust strategic planning process that organizes the goals for each school within six regional strategic imperatives. These imperatives ensure the organizational health and success of each KIPP Nashville school and provide a roadmap for each school to meet its mission. The table below outlines the six strategic imperatives for KNM (and all KIPP Nashville schools) with goals and measurements for each imperative.

KIPP Nashville Strategic Imperatives

Goal	Assessment Measure	Metric
Imperative 1: We are serving the children who need us.		
KNM is a desirable school of choice for the target community.	<ul style="list-style-type: none"> • Size of waiting list • Student retention data 	<ul style="list-style-type: none"> • Number of lottery applications for KNM will exceed the available number of seats with a waitlist in place at the first day of school
KNM is serving high-needs students with the same or higher populations than that of MNPS	<ul style="list-style-type: none"> • Demographic information for enrolled students 	<ul style="list-style-type: none"> • Percentage of SPED students is at least within 2% of that of MNPS, • Percentage of students who qualify for free/reduced lunch is $\geq 80\%$
KNM is recruiting a population that advances MNPS goals for diversity	<ul style="list-style-type: none"> • Demographic information for enrolled students 	<ul style="list-style-type: none"> • Student enrollment demographics will align with the KIPP Nashville Student Diversity Plan
Imperative 2: Our students are staying with us.		
KNM student net attrition (average enrollment divided by capacity) is below the KIPP national average and MNPS average.	<ul style="list-style-type: none"> • Student net attrition rate • Attendance reports 	<ul style="list-style-type: none"> • Annual net attrition (September 1 – June 1) of 3.5% or less • Attendance of 95% or more

Imperative 3: Our students are progressing and achieving strong academic and character growth.		
KNM students are on the path toward TNReady/TCAP proficiency.	<ul style="list-style-type: none"> • TCAP/ TNReady scores • TVAAS rankings • AYP report 	<ul style="list-style-type: none"> • Students’ annual increase in proficiency of all subject areas by 5% (this percentage is based on the Race To The Top annual goal by sub-group; KIPP Nashville will adjust this goal annually as data dictates is appropriate) • KNM will score in the top quartile of MNPS middle schools in assessments • KNM will have a positive average school-wide TVAAS for reading and math annually
KNM are meeting college ready targets.	<ul style="list-style-type: none"> • MAP results 	<ul style="list-style-type: none"> • 70% of students meet their MAP growth goals. • By 8th grade, 50% of students exit at the 75th percentile according to MAP.
Imperative 4: Our alumni are climbing the mountain to and through college.		
KNM students and alumni demonstrate college-readiness.	<ul style="list-style-type: none"> • MAP results • Alumni database reports • ACT test results • Alumni report cards and transcripts 	<ul style="list-style-type: none"> • 100% of enrolled students participate in the KIPP Through College (KTC) program by 7th grade • 100% high school graduation rate • 79% college graduation rate • 70% of HS seniors who matriculate enroll at a college match • 90% of seniors attends college
Imperative 5: We are building a sustainable people model.		
KNM employees strongly believe in our mission and values	<ul style="list-style-type: none"> • Healthy School Review staff surveys 	<ul style="list-style-type: none"> • 95% agree or strongly agree that “my school’s mission is important to me”
KNM employees understand and uphold expectations	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • 100% of teachers will receive formal feedback within the KIPP Nashville Performance Management framework
KNM recruits and retains highly effective teachers.	<ul style="list-style-type: none"> • Teacher retention rate • Staff retention rate 	<ul style="list-style-type: none"> • Teacher retention rate of 75% average over 3 years • Non-teaching school staff retention rate of 80% (of staff members asked to return) • Operations staff retention rate of 80% (of staff members asked to return)
KNM employees develop personally and professionally while on the KIPP team.	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • 100% of KIPP Nashville employees have defined performance and development goals • 90% of employees reach, exceed, or show significant progress toward developmental goals
KNM has a deep leadership bench.	<ul style="list-style-type: none"> • Employee evaluation reports • Hiring reports • Leadership 	<ul style="list-style-type: none"> • 70% of leadership positions are filled by internal candidates

	portfolio	
Imperative 6: We are building a sustainable financial and operational model.		
KNM meets financial targets that support regional growth and sustainability.	<ul style="list-style-type: none"> • Finance reporting package • Fundraising reports 	<ul style="list-style-type: none"> • Cash flow neutral annual budget after fundraising • KIPP Nashville meets annual fundraising targets
KNM operates efficiently and is compliant with local, state, federal, and grant regulations.	<ul style="list-style-type: none"> • Audit letter 	<ul style="list-style-type: none"> • Unqualified audit • 100% current on all MNPS and State reporting • 100% grant compliance
The KIPP Nashville Board is powerful and effective.	<ul style="list-style-type: none"> • Completed on-boarding process • Feedback prior to each board meeting • Feedback at each board meeting 	<ul style="list-style-type: none"> • Board bylaws will reflect KIPP Nashville mission and values • All board members will know their progress toward annual give or get target • Each board member will tour the school at least once per year

2. Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, each school, and the network as a whole – throughout the school year, at the end of each academic year, and for the term of the charter contract.

As a KIPP school, the focus on results is measured through frequent, objective measures of progress toward goals. As outlined above, KIPP Nashville schools use a variety of assessment measures to evaluate academic progress of students, both as individuals and in groups.

Formal Assessment

Each student new to KNM participates in baseline assessments, which both informs instruction and support for that student and provides a baseline from which progress is measured for sufficient growth. Baseline assessments may include but are not limited to those in place at the two other KIPP Nashville middle schools: NWEA MAP (as a universal screener for reading and math), Aims Web Curriculum Based Measurements (as needed in ELA and math), and Fountas and Pinnell (as needed for literacy). Outside of baseline testing, the MAP is administered two additional times annually (again in the winter and spring) to measure annual growth and longitudinal growth over each student’s tenure at the school, as well as to benchmark students’ progress against college-ready targets. Grade level teams analyze data to place students into flexible tiers for intervention. In addition, each teacher analyzes individual student data, with the support of his/her coach and instructional leaders, both to inform instruction for students and professional development for teachers. The leadership team also analyzes data by student, cohort, grade, and content level. This data analysis is supported by the regional Chief Academic Officer to determine school-wide needs and structures and inform the support provided to each school from KNSST.

Academic progress throughout the year is measured in several ways. Standards-aligned interim assessments are given quarterly for each subject and grade level. Teachers and their coaches then use a quarterly data day to analyze student achievement by cohort and by individual student to develop and revise data-driven action plans to inform instruction in the coming quarter. In addition, progress monitoring assessments occur following the RTI model after each appropriate period of intervention. These progress monitoring assessments allow the RTI team and teacher to determine if a student is progressing at the anticipated rate, or if they need an additional intervention. Between these formal assessment periods, teachers are giving standards-aligned formative assessments at the weekly, and often daily, level to tailor instruction to student learning.

At the end of each year, the school leader and CAO analyze student performance data from MAP and TNReady/TCAP. The school will annually measure percentages of proficiency in the student body, as well as individual student growth. Disaggregated data for subgroups will be instrumental in helping the school leader, with the guidance of the KIPP Nashville CAO, develop school-wide protocols and professional development to support goal attainment for all students.

All instructional staff participate in ongoing professional development to evaluate and leverage assessment data in their instructional planning and to inform their own professional growth goals. Data days built into the annual calendar provide dedicated pupil-free time for teachers and their coaches to dig into the data to plan how to best meet the needs of students and meet and exceed goals.

The table below outlines the types of formal assessment measures to be used. KNM will comply with all state-mandated assessments and guidelines and may choose to supplement or swap out the formal assessment measures not governed by state and/or district policy to more effectively measure the needs and growth of students.

Assessment Schedule

Assessment Name	Assessment Area	Students Assessed	Frequency
NWEA MAP (or similar nationally-norm-referenced assessment)	Reading, ELA, math	Grades 5-8	3 times annually (baseline, winter, and spring)
AIMSWeb	Math and reading	Grades 5-8	Periodically to monitor Tier II & III interventions
TNReady/TCAP (or other state-mandated criterion-referenced assessment)	Reading/ELA, math, social studies, science	Grades 5-8	Two sections annually (as dictated by state guidelines)
English Language Development Assessment	English language proficiency/eligibility for ELL services	Grades 5-8 (as needed for students who are not native speakers)	Upon identification of a language other than English at home and once each subsequent spring
Standards-aligned Interim Assessments (developed by the region)	Reading/ELA, math, science, social studies	Grades 5-8	Quarterly
ACT Aspire	Reading, ELA, math, science	Grade 8	Spring

All formal assessment data is continually tracked by the KNSST through a regional dashboard, frequent school visits, and weekly school leader coaching sessions in order to best leverage the regional team’s support for each school. Through the school leader’s professional development plan (and individualized coaching), professional development for school site staff, and other interventions afforded by the regional office’s instructional team, KNM will benefit from real-time support and expertise in response to data to ensure all students and student groups are on-track to meet and exceed goals.

Informal Assessments

Informal assessment data will supplement the myriad formal assessments administered throughout the year in each grade level at KNM to provide another means of measuring academic growth. Through training provided by the KIPP Foundation, the KNSST, and the school leadership team, each instructional

staff member will be held accountable for administering informal formative assessments and using the data from those assessments to inform instruction. Teachers will be guided to implement best practices like daily exit tickets, technology-based assessment tools, and reliable checks for understanding into lesson planning and execution. Through lesson plan review, data analysis, and classroom observations, all instructional staff are supported in effectively using these informal assessment means to drive effective instruction and maintain a reliable understanding of academic progress and the support needed to meet and exceed student goals.

3. Describe the organization's approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

As a region of schools with nearly ten years of experience in Nashville and a robust team of experts in the School Support Team regional office, KIPP Nashville is well-positioned to provide KNM the support it needs to meet and exceed goals. The CAO and academic team at the KNSST frequently review formal data through a school site dashboard, where assessment data is logged for easy, real-time access. Frequent school site visits and collaboration with the leadership team enable the regional team to stay engaged in the school's progress and provide interventions to the school as necessary to meet and exceed goals. Each principal participates in regularly-scheduled, weekly one-on-one meetings with the regional CAO, wherein data from the dashboard is evaluated and action steps are brainstormed accordingly.

If data for individual students, subgroups, cohorts, or the whole school is not on-track for goal attainment, intervention begins first at the school site level. Individual teacher support is implemented through a coaching model that matches every teacher with a designated coach with whom s/he meets each week. Regular PD and collaborative planning time is designated each week, which may provide for additional supports to focus on responding to data. The regular schedule for KNM includes quarterly data days wherein the whole staff works together to analyze data and plan collaboratively in response—this planning is guided by instructional coaches and the leadership team and is responsive to the data as it becomes available. Beyond that, teachers meet bi-weekly with their coach to analyze formative data and action plan for student learning. All of the work within the school is underpinned by the coaching and support provided to the leadership team through the support of the CAO.

When the data shows that individual students are not on-track to meet goals, the Response To Intervention (RTI) protocol is utilized. Both KIPP Nashville middle schools fully implemented the state's RTI² model in the 2014-15 school year, and are positioned to strengthen and transfer the model to KNM. Through built-in daily intervention time wherein students are flexibly grouped by data and other intervention measures built into the school schedule (like pull-out groups, tutoring, etc.), individual students will receive tailored support to ensure they are making the progress necessary to meet annual goals. The KNM model is built with intervention time and data to drive student groupings during this time, which facilitates the flexibility needed to provide instruction that meets students where they are. As specific teachers need additional support to effectively implement these interventions, the one-on-one coaching model afforded ensures each teacher has dedicated time for collaboration and guidance to best respond to the data in their instruction.

Should school-site planning fail to yield timely results when academic performance falls short of goals, the regional team is positioned to provide more intensive support across the school. The KNSST is available not only to collaborate and plan strategies to address the data, but also to provide training, model best practices, acquire tools and resources, and provide direct services as needed until the school is back on-track to meet its goals.

4. Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as a whole fails to meet goals? Discuss how the organization assesses its readiness to grow and under what circumstances the organization will delay or modify its growth plan.

Annual Healthy School Review

The annual Healthy School Review (a KIPP Foundation initiative) considers a variety of data points, from stakeholder surveys to longitudinal growth of subgroups across schools on the MAP. The leadership team at the regional level works with each school leader to analyze the school's data and its context within the region. This data collection is supplemented, for new schools or schools with new leaders, by a School Quality Review administered by a third-party provider in cooperation with the KIPP Foundation. The purpose of the Healthy School Review is to assess each school's (and the region's) strengths and areas for improvement to prioritize next steps. The review also expands the capacity of KIPP staff and school leaders to use a common framework for discussing, evaluating and understanding school health as the region grows.

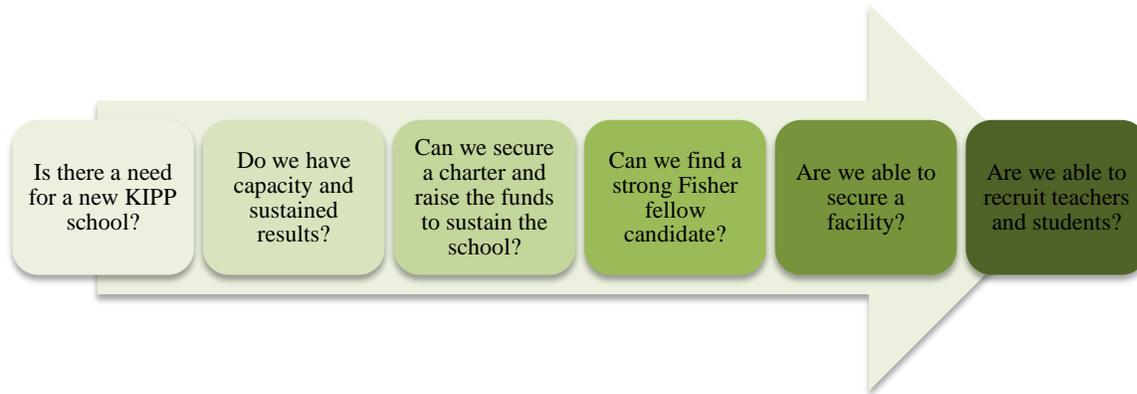
The Annual Healthy Schools Review analyzes the major organizational components of each school, and the region as a whole, to set goals and establish supports in the coming year. The KIPP Foundation collects this data and collaborates with regions to ensure they are positioned for success, providing another means of accountability (and resources) to the regional team. Some of the data considered in this review includes (but is not limited to):

- Reports from School Quality Reviews/programmatic audits (provided by a third-party team)
- Financial audit and related documents
- Discipline/character education data
- Analysis of human capital data, including leadership matrix evaluation
- Stakeholder survey data (from students, parents, and teachers)
- Student assessment data (MAP, TNReady, etc.)
- College matriculation and retention data

Growth Readiness

A hallmark of the KIPP Nashville growth plan is intentionality around capacity and expertise needed to launch new schools that are successful from the start. Around the country, charters with few years of experience and results grow new schools. KIPP Nashville made the decision to wait until the flagship school had been meeting/exceeding all targets for eight years and the region had the support of the Charter School Growth Fund to ensure the regional capacity was in place before opening a second campus. This approach to growth continues to prevail, and the Board and ED collaborate to review data against national best practices for growth readiness to ensure all new KIPP Nashville schools are positioned to exceed expectations from the first day of operation.

KIPP Nashville completed a strategic planning process in 2012, with the support of the KIPP Foundation and the Charter School Growth Fund. This strategic planning process considered growth needs and established measures for green lighting regional growth based on the experience of high-performing charter operators across the country. Considerations for growth include those outlined in the graphic below.



Part of the rigorous bar set for growth comes from the KIPP Fisher Fellowship selection process, a highly-competitive selection process for new KIPP school leaders that is led by the KIPP Foundation. All potential leaders go through a months-long process that includes interviews, analysis of their performance data and track record, and performance tasks to determine their readiness to be school founders. Regional offices may nominate candidates, but the assessment of readiness comes from the national organization and sets a high bar for any future leader to meet. Once a Fisher Fellow has been selected, s/he must still successfully complete a year-long training program that includes support in visioning the school, residencies at other high-performing schools across the country, and rigorous professional development before s/he is allowed to open a new school.

The robust capacity at the regional office and strong performance of each school in the portfolio to date, have demonstrated the region is ready to grow. Based on KIPP Nashville's strong desire to serve the students who need the model most and the strong partnership with MNPS, KIPP Nashville has not utilized the charter approved by ASD in 2012 and instead seeks to open schools in collaboration with MNPS.

SECTION 2: OPERATIONS PLAN AND CAPACITY

Provide the following information about the organization or network growth plan and capacity to carry out that plan with quality and integrity.

Network Vision, Growth Plan, & Capacity

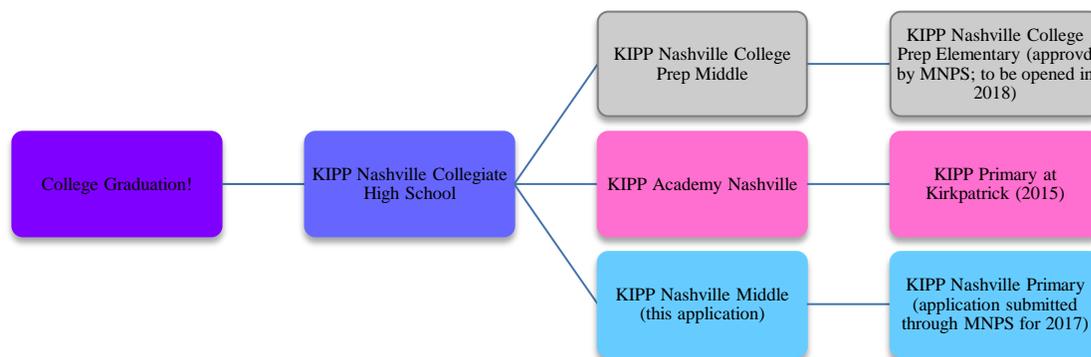
1. Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.

Vision

The vision of KIPP Nashville is that every student in Nashville will have access to a high-quality, college-preparatory seat in a public school. To this end, KIPP Nashville has developed a growth plan (as a component of the strategic plan described above) that establishes complete K-12 pipelines to college for students in Nashville with otherwise limited access to high-performing, college-prep schools.

Growth Plan for KIPP Nashville

To date, KIPP Nashville has successfully opened and operated two middle schools and one high school for a 5-12 feeder pattern. KIPP Nashville is opening KIPP at Kirkpatrick this year through MNPS, this middle school will open in 2019 and a second primary school (being concurrently applied for through MNPS) in 2017, and a third primary program (already approved through MNPS) in 2018 to complete the KIPP Nashville feeder pattern. Prior planning relied on partnership with an existing high-performing elementary operator to provide the pipeline KIPP Nashville middle schools, but this approach to growth was revised for two major reasons. First, the gap-closing performance of KIPP elementary schools across the country demonstrates the practice-proven best practices established for primary schools in the KIPP network. Second, there were no elementary partners in Nashville with the deep knowledge and relationships with families in the communities with whom KIPP Nashville is partnered. In order to ensure the families who pursue KNM will have access to a high-quality K-4 elementary program, KIPP Nashville is simultaneously applying for KIPP Nashville Primary through MNPS to be established in the same area as KNM (the third primary charter applied for). This will complete the short-term vision for growth in Nashville by providing three communities K-12 programming in the form of three primary schools, three middle schools, and one high school (that will receive all interested matriculating 8th graders from the three middle schools).



At capacity, KIPP Nashville will graduate 148 students per year. Our goal is for 100% of these students to score higher than a 21 or higher on the ACT and be positioned to matriculate to, and graduate from,

college. By the region’s 10th year of operations, KIPP Nashville will have graduated 545 students, which would increase the number of college-ready students in east and north Nashville by more than 50%.

School	Location	Grades Served at Capacity	Opened	Year Capacity Reached	Enrollment at Capacity
KIPP at Kirkpatrick Elementary School	1000 Sevier Road, Nashville, TN 37206	K-4	2015	2018	500
KIPP Academy Nashville	123 Douglas Avenue, Nashville, TN 37207	5-8	2005	2008	350
KIPP Nashville College Prep Elementary	3410 Knight Road, Nashville, TN 37207	K-4	2018	2021	480
KIPP Nashville College Prep	3410 Knight Road, Nashville, TN 37207	5-8	2013	2016	350
KIPP Nashville Primary	TBD in cooperation with MNPS, in same community as KNM	K-4	2017(pending approval)	2020	500
KIPP Nashville Middle	TBD in cooperation with MNPS, in same community as KNP	5-8	2019 (pending approval)	2023	350
KIPP Nashville Collegiate High School	123 Douglas Avenue, Nashville, TN 37207	9-12	2014	2017	463

Target Communities

To date, KIPP Nashville schools have been established in the east and north Nashville communities because of their high-percentage of low-income students of color with limited access to high-performing college-prep schools. KIPP Nashville intends to open both KNM and KNP in a community identified by MNPS as the community of greatest need. This community should meet KIPP Nashville’s academic need criteria first. KIPP Nashville is excited to partner with the district to address concerns around overpopulated schools. In addition, students from KNM will receive priority enrollment to KIPP Nashville Collegiate High School, making geographic proximity to the established schools a better fit for families. KNM will be open to all students who are eligible for enrollment in an MNPS school; however, recruitment of diverse students in the immediate communities of the school will be a first priority. It is the goal of KIPP Nashville to collaborate with MNPS to determine a community that is most high-needs for the third middle and primary schools to be established.

2. [If the existing portfolio or growth plan includes schools in other states, explain specifically how Tennessee fits into the overall growth plan.](#)

Not applicable: KIPP Nashville is not part of a national Charter Management Organization, nor will KIPP Nashville operate schools outside of Nashville.

3. [Provide evidence of organizational capacity to open and operate high quality schools in Tennessee and elsewhere in accordance with the overall growth plan. Outline specific timelines for building or deploying organizational capacity to support the proposed schools.](#)

KIPP Nashville Capacity

The KIPP Nashville team has not only founded, launched, and operated three successful schools in MNPS (with two more approved and in the planning year), but has had more than ten years since the conception of KIPP Academy Nashville to develop relationships, policies and procedures that build the capacity of the organization as a whole. The executive director is the founder of KIPP Academy Nashville and has been at forefront of increasing high-quality, college-prep education in Nashville for more than ten years. The combined experience and capacity of the KNSST will benefit KNM tremendously. The majority of the staff at KIPP Nashville and the leadership of KNM will be developed from within the organization, which has significant experience and demonstrated skill in effecting the outcomes described herein with similar students in a similar community. Moreover, all KIPP Nashville staff have participated in robust, ongoing development to ensure their capacity to meet the needs of the growing KIPP Nashville network is more than sufficient. In addition to the funding provided through both Race To The Top and the Charter School Growth Fund (CSGF), KIPP Nashville has benefitted from planning support and refinement from CSGF, independent consultants, and the KIPP Foundation (which requires regions to create 5-year plans that are vetted by national level experts). As a result of this support, KIPP Nashville has been able to grow its regional office to afford the expertise, capacity, and structures and systems necessary for all subsequent growth to be successful (rather than having to wait for an increase in students to afford greater capacity to plan).

Responsibilities of the KIPP Nashville School Support Team

KIPP East Nashville Preparatory, doing business as KIPP Nashville, is a non-profit 501(c) (3) organization that was formed in 2011 with the sole purpose of ensuring the success and health of each KIPP Nashville school. Through economies of scale, retention of educational expertise, resources, and other means of support, the KNSST increases the productivity and outcomes of each school by empowering each school leader to focus on student achievement. KNSST staff oversee financial, operational, development, and advocacy responsibilities for each school, in addition to creating an economy of scale that is leveraged for increased organizational strength. The data and academic arm of the organization leverages expertise and capacity for professional development, coaching, curriculum and instruction, and assessment and data to ensure every school has access to the strategies necessary for every child to succeed. As a support entity, KNSST facilitates collaboration amongst local schools and to provide KIPP Nashville with access to a national network of proven results. The regional office also provides increased accountability for each school in real-time to ensure every site is on a predictive path to meeting and exceeding goals. KIPP Nashville is accountable not only to the charter authorizer, but the national KIPP Foundation, for eliminating any excuses for schools and ensuring every leader has the support s/he needs to be successful.

The KNSST will provide the following services and benefits to KNM:

- Vertical teaming and access to teachers of high school grades within the KIPP Nashville network to align curriculum and instruction for a seamless approach;
- Curriculum and assessment development and support (through the regional network and the services of the CAO);
- Shared professional development with other teachers serving KIPP students in Nashville, as well as access to PD that may not otherwise be feasible or accessible to stand-alone schools;
- Talent management and development support, such as faculty recruitment, support and training;
- Operational and fiscal support, providing for a more streamlined staffing model to handle these affairs within the school site (including bookkeeping, accounting, audits and reporting);
- A unified, experienced, well-trained board that advocates for all sites within the region;
- Data collection and analysis to drive school-wide goal-setting and instructional practices;
- Oversight of compliance with NCLB, as well as all other local, state, and federal guidelines;
- Development of instructional technology tools and training/support for effective implementation;
- Research and dissemination of best practices;

- Facilities acquisition, management and maintenance, and;
- Fundraising.

See Question 3 in the Management and Governance section below for more details about the specific roles and responsibilities of the KNSST.

4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered and how you have addressed them.

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions contributes to the quality of schools and provides a platform for sustainability over time. Data show that the student growth in core areas is more significant in KIPP clusters—areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25%¹ demonstrate the impact that a regional KIPP hub can make on its enrolled students. For this reason, the KNSST was established and will support KNM through opening to ensure that the challenges of replication are effectively mitigated.

KIPP Nashville has successfully navigated a number of challenges in its founding and approval of five schools and operation of three, to date. One of the most significant challenges is recruiting, retaining, and developing the caliber of educational expertise necessary to implement such a rigorous program. KIPP Nashville has addressed this in several ways. First, KIPP Nashville is strengthening partnerships with talent pipelines like the KIPP Foundation, The New Teacher Project, and Teach For America to ensure access to the most qualified candidates and supplementation of its own internal recruitment and development processes. The region is also moving away from a model dependent solely on recruitment and has crafted professional development strands for PD that ensure teachers are ready to teach effectively. Each school model includes a codified leadership pipeline and leadership capacity building is a domain for every staff member's professional growth and annual evaluation. The region has also added capacity to its team for talent recruitment and selection through the addition of a Director of Talent and Recruitment.

Another replication challenge has been securing appropriate facilities in the target communities. KIPP Nashville College Prep is in an under-utilized facility, but is also anchored in a community with a declining population; moving forward, KIPP Nashville will prioritize facilities in communities that are oversubscribed. Cooperation and collaboration with authorizers has enabled KIPP Nashville to secure long-term leases for facilities and a scalable long-term lease agreement, in addition to partnerships with potential facilities support entities like the Tuner-Agassi Charter Schools Facilities Fund and the Education Fund of America. These opportunities have incited visioning of a regional campus that may become part of the long-term solution to facilities challenges.

¹ Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2012>>.

School	Option 1	Option 2	Option 3	Option 4
KIPP Nashville Primary	Partner w/ vendors like Turner-Agassi*	Leverage local commercial real estate partners**	Leverage strong banking relationship to pursue construction loan	Leverage current partnership w/ the district
KIPP Nashville Middle	(Partner w/ vendors like Turner-Agassi*)	Leverage local commercial real estate partners**	Leverage strong banking relationship to pursue construction loan	Leverage current partnership w/ the district

A final challenge has been to quickly yield the same high levels of achievement and growth in new schools with new staff. The talent management improvements and increased support for effective use of reliable data have positioned new staff to attain the same results it has taken KAN several years to attain. Codification of best practices, high-impact curriculum and instructional strategies, and authentic assessments and data-driven decision-making enables KIPP Nashville to reliably duplicate its successes while mitigating the challenges of replication.

5. Discuss the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Tennessee over the next five years and how the organization will meet these challenges and mitigate risks.

KNM will benefit tremendously from the experience and practice of the KIPP Nashville network of schools. Because the region has now opened and successfully operated two middle schools in the city over a long span of time, KNM can avoid the risks associated with a first-time replication. However, as a foundational component of its strategic growth process, KIPP Nashville has carefully examined potential risks and aligned action steps to proactively mitigate those risks. Below are the primary risks identified through the strategic growth process and the plans to mitigate them.

Human Capital

KIPP Nashville’s expansion plans require sourcing, hiring, and developing new school leaders and teachers, which is particularly challenging given the rigorous selection process for KIPP school leaders. In order to successfully launch and grow KNM (and the region of schools), KNSST has taken the following steps:

- We created and have effectively hired for the role of Director of Talent Management and Development to further advance and oversee our approach to developing, retaining, and promoting talent within the organization. One key strategic priority for role includes ensuring that 80% of leadership positions are filled by internal candidates and that we have at least 2 viable internal candidates for every open leadership position within our schools. An additional strategic priority for this role will be teacher retention and development at each of KIPP Nashville’s schools.
- We have doubled the capacity of our recruitment team which now includes both a director of recruitment and a talent recruiter. We anticipate significant competition for strong leadership and teaching talent in Nashville and are making the up-front investments now to develop key relationships with both local and national sources of talent.

- We created and have effectively hired for the role of Chief Operating Officer. We believe this will have an impact in two distinct ways on our talent pipeline. The COO will build the organization’s capacity for overseeing and managing talent recruitment and development internally and in doing so will allow for our Executive Director to focus more time on both local and national promotion and recruitment for talent at KIPP Nashville.
- The committee specifically praised the KIPP Fisher Fellowship as a key driver of strong school leadership. KIPP Nashville continues to leverage this fellowship and will direct two current aspiring leaders into the Fisher Fellowship over the next two years to serve as founding school leaders in 2017-18, 2019-20.
- We have recently begun to partner with Relay Graduate School of Education to develop both our leader and teacher talent. We currently have 5 aspiring principals attending Relay’s National Principal’s Academy Fellowship. KIPP Nashville covers the full cost of the fellowship and anticipates a long term relationship with Relay moving forward.
- We believe that as KIPP Nashville expands, we will broaden the internal pool of aspiring leaders to open and sustain schools into the future and continue to support aspiring leaders through a series of strategic initiatives. In 2015-16, KIPP Nashville will have 6 assistant principals and 3 deans across its 4 schools – six of whom are currently engaged in a leadership development program either through Relay or through KIPP National’s KIPP School Leadership Programs (KSLP). Additionally, all 9 participate in an internal instructional leader cohort led 3 times each month by our Director of Curriculum and Assessment. In 2019-20, the proposed year of our middle school opening, KIPP Nashville will have eleven assistant principals and 3 deans of whom could be an excellent source of internal talent for school leadership

Facilities

KIPP Nashville will need to find long-term facility options KNM. Currently, the business model does not include purchase of a building. Although viable options that will not require the purchase of a facility have been identified, not being able to source and secure a viable school building in need of minimal leasehold improvements to lease for these two schools could impact the timing and quality of the launch and programs offered. The following actions will mitigate this risk:

- Aggressively pursue potential MNPS options for temporary and/or permanent facilities, and deepen relationships with Executive Director of Facilities
- Enhance relationship management with foundations funding facility development
- Build facility capabilities on the board to aid in development of comprehensive facility plan establishing process for identifying and evaluating permanent facility options
- Engage local developers to develop plans for build-out of space suitable for long-term lease
- Engage local independent and parochial schools to find space suitable for long-term lease

KIPP Middle School Facility Contingency Planning							
		2019-20	2020-21	2021-22	2022-23	2023-24	
Surplus/Deficit @\$6.25/sq. ft. (120sq. Ft. / FTE)		\$ 177,012	\$ 188,841	\$ 280,687	\$ 198,138	\$ 104,084	
Surplus/Deficit @\$15/sq. ft. (75sq. Ft./FTE)		\$ 145,898	\$ 126,162	\$ 188,349	\$ 77,877	\$ (18,582)	

Student Academic Performance

Superior student academic performance is at the heart of the KIPP Nashville vision. Growth can dilute the supports and expertise in place that ensure student outcomes continue to meet and exceed goals. In order to mitigate this risk, KIPP Nashville has put the following strategies in place:

- A proven staffing model and schedule that affords the flexibility and capacity to meet student needs
- Significant capacity to gather, analyze, and track data to drive decision-making at the school

- Robust academic expertise and experience at the KNSST to provide differentiated support to each school as needed
- Clearly defined decision rights and accountability across all levels of the organization
- Rigorous annual goals with targets that are internalized by all staff members and easily measured by the assessments in place
- Robust data analytics and management platform (and dedicated experts to oversee these tools) to ensure data is available and usable across all levels of the organization to drive student level decision making
- Professional development and coaching that is informed by the experiences of the other schools
- Practice-proven curriculum, instructional approaches, and assessments

Culture

As KIPP Nashville expands, there is a threat that the strength of the KIPP culture will be diluted and staff and students will lose sight of the values, mission and vision.

The following actions will mitigate this risk:

- Develop a consistent One KIPP Nashville culture through an alignment of expectations and shared professional development
- Outline a clear set of values that drive everyday actions and behaviors across the region and schedule robust training and practice for all stakeholders on the vision and practices
- Collect and display key artifacts that highlight the story of KIPP Nashville and its core mission and vision
- Develop school traditions that build on the culture and the values
- Replicate the strong communication channels between the school, its stakeholders, and the region to ensure constant collaboration and innovation

As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of the school model and viability of the mission and vision are not compromised.

6. If you have already identified a charter school facility, indicate the location (including street address and school district). Describe the facility, including whether it is new construction or part of an existing public or private school building. If a facility has not been identified indicate any existing possibilities and the process that will be used to find a suitable facility. Include a timeline for facility selection and requisition.

KIPP Nashville will partner with MNPS to identify a community that is most high-need and appropriate for a third KIPP Nashville middle grades program. Once that community has been identified, KIPP Nashville will continue to collaborate with MNPS to identify a facility that best meets the needs of the program. It is the preference of KIPP Nashville to house KNM in a surplus or under-utilized MNPS facility to best maximize its impact and value on that community.

7. Provide, as **Attachment 1**, the organization's most recent annual report.

See Attachment 1 for the 2014 KIPP Nashville Annual Report.

Management

1. Identify the organization's leadership team and their specific roles and responsibilities.

The KIPP Nashville leadership team is comprised of the ED, Chief Academic Officer (CAO), and Chief Operating Officer (COO). The responsibilities of each, along with the responsibilities of each projected staff member and the year in which that staff position will be added are outlined in Section 2.3 above.

Executive Director

Randy Dowell is the executive director (ED) of KIPP Nashville is the founder of the flagship KIPP Nashville school and has been at the helm of the region since its founding in Nashville (see his resume in Attachment 14). He brings more than ten years of charter school and regional leadership, community-building within Nashville, and advocacy on behalf of KIPP Nashville stakeholders to the network. The executive director's responsibilities include but are not limited to:

- Setting clear academic, growth, operational, and financial goals and managing them;
- Managing the high-performing KNSST that to ensure it is positioned to effectively support schools in their drive to deliver transformational educational outcomes for students;
- Developing and managing performance of the team (school principals and the school support center), instituting strong accountability systems and professional development plans and support;
- Driving organizational alignment across KIPP Nashville schools (including curriculum and instructional alignment), and providing key supports that drive academic achievement and character development;
- Creating and managing a strong centralized support function for the schools, implementing systems to meet the varied needs of the region. These include financial management, budget planning, compliance, talent management and development (including teacher and school leader recruitment and development) contract negotiation, facilities management, vendor management, fundraising and marketing, legal, and information technology;
- Building the staff capacity and infrastructure necessary to sustain the KIPP Nashville region at an appropriate scale, and;
- Building and managing the growth of the KIPP Through College program, which supports all students at all grade levels within KIPP Nashville schools.

The leadership team supports the ED in the oversight and accountability for the region of schools through oversight of their designated arm of the organization. Each leadership team member manages staff and ensures adequate support for each school's health and sustainability in the areas of academics, operations, and finance. Resumes for each member of the regional leadership team are included as Attachment 14.

Chief Academic Officer (CAO)

Meghan Little is the CAO has served in this capacity for KIPP Nashville for nearly five years, having worked as an academic leader and high-performing teacher in schools throughout the country. As the CAO, she maintains and supports the academic vision for the region, overseeing professional development and teacher support, providing direct coaching to each school leader, leading data analysis and decision-making for each school and the region, and setting and evaluating progress toward annual goals for each school.

Chief Operating Officer (COO)

Daniel Gennaoui is the COO and has served as the associate COO and operations director for the last four years. The COO is accountable for the overall health of the organization through oversight of operations, goal-setting and evaluation for non-instructional elements of the organization. He oversees professional development of all non-instructional staff and provides direct coaching for the director of operations, director of development, director of finance, director of talent management and development, and director of recruitment. He also leads data analysis of the organization's operational support performance, and sets and evaluates progress towards the organization's operational and financial goals.

2. Provide, as **Attachment 2**, the organization charts for Year 1 network as a whole (including both network management and schools within the network) Year 3 network as a whole and Year 5 network as a whole. The organization charts should clearly delineate the roles and responsibilities

of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.

Attachment 2 outlines the reporting structure of the organization, including the Board of Directors, regional office (KNSST), and the school site in years 1, 3, and 5 of the charter proposed herein. The school will contract with a CMO or other external management provider.

3. Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services? (In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract).

As described above in Section 2, KNM and all schools in the KIPP Nashville region benefit from the support of the KIPP Nashville School Support Team. This team leverages expertise and experience that would be otherwise unavailable to a stand-alone site because of the economy of scale. The team will add three staff members over the growth of the network to provide services for each school site so that school leadership can focus on student growth and success. See Attachment

4. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions.

FUNCTION	NETWORK DECISION-MAKING	SCHOOL DECISION-MAKING
Performance Goals	Executive Director decides and regional leadership team (CAO, Director of Finance, OPS, School Leaders) approve	School Leader and Assistant Principals set grade-level goals that roll up to meet the school goals
Curriculum	CAO and DCA create curriculum plan. Assistant Principals and School Leader may participate in curriculum creation with CAO as final decision maker. Executive Director approves	Assistant Principals and School Leader may make recommendations for site-based curricular changes. CAO approves
Professional Development	Director of Teaching and Learning creates regional PD calendar and CAO approves	School Leader sets school PD calendar and CAO approves
Data Management and Interim Assessments	Director of Curriculum and Assessment sets annual regional interim assessment windows	School Leader creates annual calendar, including interim assessment dates and Executive Director and CAO approve
Promotion Criteria	CAO sets and Executive Director approves	School Leader may request a policy change that must be approved by CAO and Executive Director
Culture	CAO approves student and culture handbooks with input from School Leader and Assistant Principals	School Leader may request a policy change that must be approved by the Executive Director

Budgeting, Finance, and Accounting	<p>Director of Finance sets top level financial goals by year for the network and for each school. Budgets are approved by the Executive Director, the Finance Committee and the board.</p> <p>All key accounting functions (accounts payable, accounts receivable, payroll) are managed at the network level. Monthly reports are reviewed by the Director of Finance and Finance Committee and the business managers from each school. All key financial policies and procedures are developed and published by the Director of Finance with approval from the Finance committee.</p>	<p>School Leaders work closely with the business manager to develop a bottoms-up budget that meets the parameters of the top-level goals for the school. Any discrepancies are managed through negotiations with the Director of Finance and changes are approved by the Finance committee. Payables are received and coded by the business manager at the school and sent to the support service center. All checks for the payables are cut at the network level.</p>
Student Recruitment	<p>CAO receives input from Director of Finance and sets recruitment targets for schools.</p>	<p>School Leader creates student recruitment plan and Executive Director approves</p>
School Staff Recruitment and Hiring	<p>Director of Talent Recruitment sets targets with School Leader input. Director of Talent Recruitment creates recruitment plan and COO approves</p>	<p>School Leader interviews and bring teachers and school leaders into interview process. School Leader may also recruit for his/her school.</p>
H/R Services (payroll, benefits, etc.)	<p>All H/R services are centrally managed at the network level. Changes to polices or program design will be decided by the Director of Operations with input from the COO. All key decisions on H/R services will need to be approved by the Operations Committee.</p>	<p>Schools will provide feedback on any potential issues or suggestions for improvement. Schools will work with the Director of Talent Management and Development to provide the programs that best meet the needs of the school employees</p>
Development/ Fundraising	<p>Director of Finance sets the budget with Executive Director approval. Development Director creates the development plan to reach goals.</p>	<p>School Leader directs staff to participate in fundraising plan</p>
Community Relations	<p>Executive Director creates plan with input from School Leader, PIC, and Board</p>	<p>School Leader directs staff to participate in community relations plan</p>
I/T	<p>The Director of Finance will develop top line IT budgets for the network and the schools. The Director of Operations will be responsible for defining and updating the Technology Plan that will drive the IT budget. The Director of Operations will be responsible for defining the solution and securing the needed resources to provide IT support at all the schools</p>	<p>School leaders and staff will define IT needs and requirements. Schools will provide regular feedback in the form of surveys and focus groups on support team’s performance and delivery of service against expectations.</p>
Facilities Management	<p>All facilities management will be handled by Director of Operations with support and approval from the COO, Operations Committee and the board as needed. Responsibilities include sourcing new</p>	<p>School leaders and staff will outline specific facility needs and requirements. Schools will provide regular feedback in the form of surveys and focus groups on support team’s performance and delivery</p>

	potential facilities and executing process to assess viability of options and financing approach. Also responsible for securing best maintenance solutions through 3 rd party vendors for existing facilities.	of service against expectations.
Vendor Management / Procurement	The Director of Finance will manage all vendors with contracts worth over \$5K and all purchases above \$5K. For this level of expenditures, the Director of Finance will secure the necessary authorization from the COO, Executive Director, as well as the Finance committee.	School leaders will have the authority to approve contracts and purchases under \$5K, as long as it does not mean missing a budget item. The school leader will work closely with the business manager to document the appropriate authorization for these charges or contracts and ensure the Director of Finance is informed if there is a risk of missing a budget item

Governance

1. If applicable, describe the governance structure at the network level and how that relates to the individual school.
 - Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement of either: having a parent from one of the network’s Tennessee schools serve on the governing body, or having advisory councils at each school.
 - Describe the size and composition (current and desired) for the board. Explain how the proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.
 - Discuss the powers and duties of the governing board(s). Identify key skills, areas of expertise, and constituencies that will be represented on the governing board(s).
 - Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; and b) the board will evaluate the success of the school and school leader.

Network Governance

The KIPP Nashville Board of Directors will be the governing body for KNM and will continue to operate in the same way described in the KIPP Nashville College Prep application (which the KNM model is replicating). The KIPP Nashville Board of Director founded the five pre-existing KIPP Nashville schools and successfully governs the three currently in operation. As a charter board with more than ten years experience in Nashville, the KIPP Nashville Board of Directors will continue to leverage its experience and collective network for the KNM site. The members of the KIPP Nashville Board of Directors have demonstrated experience with both local and national business, legal and philanthropic organizations. Additionally, current board members have acquired extensive experience in working as a team to manage the interests of KIPP Nashville and many participated in the founding of the three KIPP Nashville schools currently in operation. This experience is invaluable as they work together to assist in the establishment of KNM.

KIPP Nashville, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The KNSST will manage each individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

Board Composition

The board is currently comprised of thirteen members, and will strive to maintain no fewer than eleven and no more than fifteen members. KIPP Nashville will appoint at least one parent to serve on the KIPP Nashville Board of Directors.

Role of the Board in School Success (and School Leader Evaluation)

The KIPP Nashville Board of Directors will evaluate the KNSST executive director in his management of school leaders and school sites. Through a comprehensive annual evaluation, the Board assesses measurable outcomes and goals set forth annually (in alignment with the region's strategic plan). The Board will provide the executive director with the support, resources and coaching necessary to lead the region of schools to success. The executive director's primary goal is to ensure the high quality, strategic growth and operational sustainability of the KIPP Nashville region. Each school leader will report to the CAO, who evaluates each school leader on their success using similar measurable outcomes for their school site.

2. Will the charter be held by the same existing non-profit board or will a new board be formed?
 - If the existing board will also govern the new school, please include a copy of the by-laws and organizational chart, with emphasis on what changes, if any, will need to take place at the board level for it to be effective (i.e. add members, re-distribute roles responsibilities, etc.)
 - If a new board will be formed, describe how and when the board will be created and what the relationship between the two boards will be (including any overlapping responsibilities). Please include biographies of the new board members, roles and responsibilities needed to govern the new school, organizational chart and governing board structure. If available, include the by-laws of the new governing board. Please indicate if the charter will ultimately be held by the existing non-profit or a different non-profit board. If the latter, explain the transition.
 - If the existing board will govern the proposed school(s), discuss the plan to transform that board's membership, mission and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - If a new board will be formed, describe how and when the new board will be created and what, if anything, its ongoing relationship to the existing non-profit's board will be.

The existing non-profit board, KIPP Nashville, will hold the charter for KNM. The board's capacity to govern multiple sites is bolstered by the KNSST, and the board has participated in development (through the KIPP Foundation) to understand how replication and the governance of multiple school sites will impact their roles and responsibilities. Other than the addition of a parent representative for the new school site, the board will not undergo any changes to govern KNM and future school sites under KIPP Nashville.

Charter School Management Contracts

If the applicant does not intend to contract with a non-profit education service provider or management organization, mark "Not Applicable" and skip to next section.

1. If any proposed school intends to contract with a charter management organization (CMO) or other education service provider (ESP) for school management, provide the following information (and include the requested documentation in **Attachment 3**):
 - An explanation of how and why the CMO was selected;
 - A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods

of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

- A draft of the proposed management contract;
- Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
- Documentation of the service provider’s non-profit status and evidence that it is authorized to do business in Tennessee.

Not applicable: KNM will not utilize the services of a Charter Management Organization.

**Personnel/Human Capital
Network-wide Staffing**

Year	Year 1 2019-20	Year 2 2020-21	Year 3 2021-22	Year 4 2022-23	Year 5 2022-23
Number of elementary schools	3	3	3	3	3
Number of middle schools	3	3	3	3	3
Number of high schools	1	1	1	1	1
Total schools	7	7	7	7	7
Student enrollment	2,401	2,713	2,911	3,000	3,012
Management Organization Positions					
Executive Director	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Finance	1	1	1	1	1
Director of Curriculum & Assessment	1	1	1	1	1
Director of Talent & Recruitment	1	1	1	1	1
Talent Recruiter	1	1	1	1	1
Director of Talent Management and Development	1	1	1	1	1
KIPP Through College Director	1	1	1	1	1
Director of Development	1	1	1	1	1
Director of Student Support	1	1	1	1	1
Associate Development Director	1	1	1	1	1
Data Analyst	1	1	1	1	1
KTC Alumni Support Manager	1	1	1	1	1
KTC Alumni Support Manager	2	2	2	2	2
Marketing Manager	1	1	1	1	1
Executive Assistant/Office Manager	1	1	1	1	1
Total back-office FTEs	20	20	20	20	20
Elementary School Staff					
Principals	3.0	3.0	3.0	3.0	3.0
Assistant Principals	5.0	6.0	6.0	6.0	6.0
Dean of Students	0	0	0	0	0
Dean of Operations	3.0	3.0	3.0	3.0	3.0
Classroom Teachers (Core Subjects)	48.0	56.0	60.0	60.0	60.0
Classroom Teachers (Specials)	42.0	46.0	48.0	48.0	48.0

Guidance Counselor / Speech Therapist	4.0	4.0	4.0	4.0	5.0
School Operations Support Staff	9.5	10.5	11.0	11.0	11.0
Total FTEs at elementary schools	114.5	128.5	135.0	135.0	136.0
Middle School Staff					
Principals	3.0	3.0	3.0	3.0	3.0
Assistant Principals	5.0	5.0	6.0	6.0	6.0
Dean of Students	2.0	2.0	3.0	3.0	3.0
Dean of Operations	3.0	3.0	3.0	3.0	3.0
Classroom Teachers (Core Subjects)	36.0	40.0	44.0	48.0	48.0
Classroom Teachers (Specials)	11.0	12.0	13.0	13.0	13.0
Guidance Counselor / Speech Therapist	2.0	3.0	3.0	3.0	3.0
Case Manager	1.5	1.5	1.5	1.5	1.5
School Operations Support Staff	8.3	8.8	9.3	9.8	9.8
Total FTEs at middle schools	71.8	78.3	85.8	90.3	90.3
High School Staff					
Principals	1.0	1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	1.0	1.0	1.0
Dean of Students	1.0	1.0	1.0	1.0	1.0
Dean of Operations	1.0	1.0	1.0	1.0	1.0
Classroom Teachers (Core Subjects)	22	28	28	28	32
Classroom Teachers (Specials)	3.5	3.5	3.5	3.5	3.5
School Counselor	1.0	1.0	1.0	1.0	1.0
Behavior Interventionist	1.0	1.0	1.0	1.0	1.0
School Operations Support Staff	2.0	2.0	2.0	2.0	2.0
Total FTEs at high schools	33.4	38.5	39.5	39.5	43.5
Total network FTEs	245.38	266.88	280.88	285.38	285.38

Staffing Plans, Hiring, Management, and Evaluation

1. Describe organizational structure of proposed school and provide school organizational chart as Attachment 4.

KNM will replicate the staffing model and organizational structure of that described in the KIPP Nashville College Prep application and outlined in the organizational charts included as Attachment 4, with few revisions. The school leader, selected through the Fisher Fellowship Selection process (described in detail below), will report directly to the KNSST CAO. The school leader will leverage one dean of students, an assistant principal for the lower school (grades 5-6) and one assistant principal for the upper school (grades 7-8), as a part of a highly supportive school site leadership model that affords all staff robust coaching and support. Core content teacher staffing has been slightly revised to ensure adequate capacity to prepare students for Common Core ELA standards through the allocation of two ELA teachers per grade level (with a single teacher responsible for both science and social studies content in each grade level). As part of the KIPP’s commitment to school leaders’ flexibility to lead, the KNM school leader may choose, through collaboration with the CAO, to adjust staffing to best meet the needs of KNM students.

2. Describe the operator’s current or planned process for sourcing and training potential school leaders. Explain how you have developed or plan to establish a pipeline of potential leaders for the network as a whole. If known, identify candidates already in the pipeline for future positions.

KIPP Fisher Fellowship

KIPP recognizes that it takes great leaders to build, lead, and sustain outstanding schools. As a result, KIPP has always prioritized leadership development and invested heavily in KIPP school leaders through high-quality programming, individualized coaching, and ongoing leadership development opportunities. The school leader will have participated in the rigorous KIPP School Leadership Program as a Fisher Fellow, and have been selected using the intensive, rigorous selection process for this program (which includes vetting by the KIPP Nashville Executive Director to ensure s/he is the best fit not just for KIPP, but the students of Nashville who will be served at KNMS), which selects approximately 3% of all applicants to participate in the training program. Throughout the planning year of KNM, the Fisher Fellow will work as a member of a cohort of new school leaders who receive intensive training through the KIPP Foundation that includes school visits, residencies at high-performing schools, school design planning, staff recruitment and selection support, and other training and coaching tailored to the needs of the specific school leader.

Leadership Pipeline

The KIPP Foundation's commitment to selecting and preparing future leaders for success includes other leadership cohort training models for teacher-leaders and other leadership roles, ensuring that each school has the bench depth to facilitate an effective succession plan. KIPP Nashville has a regional framework for leader identification and pipeline development, which includes myriad means of training and gradual release of responsibilities for emerging leaders to maintain a high-performing pipeline of future leaders. At the school level, various positions of leadership have been established to give strong teachers space to grow. Through the master teacher track, grade level chairs, department chairs and assistant principal roles, staff members have several levels of responsibility they can work toward on the leadership track.

Because all staff will have Individualized Professional Development Plans (IPDPs), all staff will have a leadership goal they are working toward as part of their annual goals, with those who have been identified as leadership candidates given access to additional trainings, such as those offered by the KIPP Foundation, to develop their leadership potential. KIPP Nashville will leverage this pipeline to nominate capable candidates for the Fisher Fellowship and leadership positions at KNM.

3. Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring highly qualified staff. Explain other key selection criteria and any special considerations relevant to your school design.

Staff Recruitment and Selection

Staff Recruitment

KNM will utilize a rigorous and comprehensive selection process designed to identify the strongest candidates for available positions. The KIPP Foundation and KIPP Nashville networks will advertise available positions locally and nationally, leveraging the strong relationships KIPP has made with myriad teacher preparation programs (such as Teach For America) and universities throughout the country. This best positions KNM to recruit high-performing educators from within Nashville and across the country. Through advertisements in local newspapers and educational journals, postings on the KIPP national and regional websites, postings on other job boards and journals, and word of mouth, it is anticipated that KNM leadership will have a large pool of qualified candidates from which it will select its staff. Although the school will receive significant support in advertising available positions from the regional and national KIPP networks, staff selection will be the responsibility of the school leader.

Selection

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, KNM will be intensely focused on identifying candidates whose values

align with the region's mission and values. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. It is crucial that a teacher have not just the right experiences and skills to be an excellent teacher at KNM, but that s/he have beliefs and values that align with the priorities of the schools and the strategies that will be used to engender success for all students. As such, KNM will use the KIPP Framework for Excellent Teaching (Attachment 16) to help assess the strength of a potential teacher.

All candidates for available positions at KNM will be vetted through interviews, demonstration lessons, and reference checks to ensure the capacities and habits necessary success can be demonstrated and/or developed. The KNM staff selection process is both rigorous and comprehensive in order to ensure staff members meet the very high standards necessary for success. The selection procedure will include the following multistep application and interview process, and may be supplemented by the school leader:

1. Resume and application review –KIPP Nashville Director of Talent Recruitment
2. Initial phone interview – KIPP Nashville Director of Talent Recruitment
3. In-person interviews – School leader or designee
4. Classroom observation –The school leader will observe the candidate teaching a classroom lesson
5. Reference Checks –School leader or designee
6. Criminal Background Check—KIPP Nashville staff

Once staff is hired for the first year, new hires in subsequent years may participate in a group interview with staff. All employees of KNM will be required to be fingerprinted and must complete a criminal background check before employment.

4. Explain how the organization intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Retention

KNM will realize its mission, in large part, through the excellent instructional staff it will recruit and retain. According to researchers, the most important school-related factor influencing student achievement is teacher quality; thus, it will be a primary focus of the approach to attracting and retaining teachers.

Teachers indicate that a positive, collaborative school climate and support from colleagues and administrators are the most important factors influencing whether they stay in a school. In an effort to retain the best teachers at KNM, a scholarly, professional environment will be maintained, wherein staff members collaborate to drive school-wide initiatives and goals, and ultimately facilitate superior student outcomes. Frequent, meaningful, relevant professional development is tailored to each teacher's individualized professional goals, along with ongoing access to collaboration through common planning time, staff-wide planning sessions, and nation-wide collaboration through the KIPP Share platform. All staff members are continually evaluated for their leadership potential, with myriad leadership positions and responsibilities delegated to teachers who are ready to effectively manage more responsibility as part of the regional leadership pipeline. Annual staff surveys as part of the Healthy Schools Review; weekly check-ins with the assistant principal; formal and informal meetings with the school leader and a continual evaluation of staff culture of the school will ensure that the professional environment teachers choose at KNM is maintained authentically and consistently. Supportive school leadership who create trusting environments where educators are engaged in decision-making has a significant impact on

teachers' decisions about where to work.² Teachers move in search of supportive principals and colleagues, reasonable teaching assignments and workloads, and sufficient resources.³ KNM has created a compensation schedule that fairly compensates teachers for their additional responsibilities, as well as robust professional development and leadership capacity building to ensure every teacher is engaged with appropriate responsibility and decision-making.

Rather than lure the best teachers with unsustainable pay, bonuses, and benefits that cannot be maintained throughout the life of the school, the scholarly environment, leadership pipeline, and strong support network for teachers are designed to attract and retain high-quality teachers who are committed to the mission of KNM.

Unsatisfactory Performance

One of the KIPP Five Pillars is a focus on results, and this will be a key theme in the assessment of the performance of teachers and leaders at KNM. Student assessment data, attendance, survey data, and other objective means of measuring performance are used in conjunction with classroom observations to ensure all teachers are facilitating an environment that engenders student achievement. Although the rigorous selection and development processes in place are designed to ensure high levels of performance and low turnover, unsatisfactory performance of staff or leadership at KNM that cannot be corrected will result in the replacement of that staff member with a better fit. All staff are employed on an at-will contract and have annual individualized professional development goals that outline data-driven measurable outcomes and benchmarks toward satisfactory professional growth. All staff at all levels of the organization (including the school leader) participate in regular, frequent meetings with their managers to review the data and progress toward these goals to provide timely, accurate information about each staff member's performance. As part of the close working relationship with leadership, all staff will have frequent, continual dialogues about the staff member's performance and progress toward goals.

As at-will employees, personnel may be terminated at any time for any legal reason. Dismissed staff will receive a letter of termination and compensation, including benefits, will not be issued after the date of termination.

Should there be a transition in leadership at the school, the region will leverage its leadership pipeline and the leadership support training provided by the KIPP Foundation to replace the leader with a high-performing successor. The KIPP Foundation provides rigorous, cohort-based training for successor leaders that includes professional development, strategic planning, and a school audit to support the effective transition of leadership.

Professional Development

1. Describe plans for developing and implementing an effective professional development program.
 - Describe any key professional development features that will *differ* from the operator's existing schools.

As described in Attachment 12, professional development is an asset KIPP Nashville has to offer school staff. As part of a national network of high-performing charter schools, KNM staff will have ready access to collaboration (within the region and across the country), instructional materials, training, and other supports otherwise unavailable to stand-alone schools. Professional development from the KIPP

² Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

³ Johnson, S.M. & Burkeland, S.E. (2—3b). Pursuing a "sense of success": New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.

Foundation, like the annual KIPP Summit, leadership cohorts, and KIPP Share (an online communication/lesson share platform) provide means of leveraging national expertise and collaboration on behalf of KNM students. School leaders and leadership team members, especially, benefit from participating in a cohort of leaders who can access resources and share ideas to benefit their students.

The KNSST provides supports, materials, and training for each staff member to establish a foundation for excellence across the region. Performance management tools, classroom observations, data disaggregated by teacher, and model classrooms are all professional development tools that the regional office provides. At the school site level, the school leader will develop an annual professional development calendar in response to data and teacher/student needs. Professional development and collaboration are built into the regular calendar weekly, with pupil-free days once each quarter to afford full-day intensive trainings throughout the school year. In addition, each staff member has an individualized professional development plan for the year. This plan is aligned to the staff member's performance management framework and ensures coaching and PD that meets the needs of each staff member. Regularly scheduled O3s (one-on-one meetings) between each staff member and his/her manager provide frequent time for data analysis and feedback to complement the PD provided across all levels of the organization.

SECTION 3: FINANCIAL PLAN AND CAPACITY

Financial Plan

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted; and describe the criteria and procedures for the selection of contractors.

KNM will implement the same rigorous internal control policies that are in place across KIPP Nashville schools. These fiscal policies and procedures will address legal compliance, conflicts of interest, signature authorities, government access to records, accounting procedures, cash management, budget development, financial reporting, property management, and procurement and are outlined in the charter petition narrative included as Attachment 12. These policies will include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an annual audit of internal procedures and controls (via an external CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the finance committee and the board.

The board finance committee oversees the financial operations of KNM. The committee will work closely with the executive director, director of finance, and school leader to execute on the responsible fiscal policies and practices that have been developed for fiscal health across the region. As the sixth school in a region of high-performing schools, KNM will implement the same strategies and procedures that have proven effective in the other KIPP Nashville schools, including budgetary oversight and servicing of the school's financial needs through the regional finance staff. The financial team at KNSST will initiate service provision for accounting, audits, payroll and any other financial services to be completed by an external contractor using the guidance outlined in the region's financial protocols.

2. Describe how you will provide an independent annual audit of both **organization-level** and **school-level** financial and administrative operations.

The structure of KIPP Nashville is arranged to provide levels of accountability and checks and balances in financial and administrative management.

Financial Audit

Monthly reports will be produced and reviewed as part of the regular practice of the business office to support the effective management of the school's finances. The school leader and board will receive and regularly review these monthly reports, which include: general ledger, balance sheet, cash flow analysis and monthly reports detailing actual revenue & expenditures vs. budgeted revenue & expenditures year-to-date. Further, customized and specialized financial reports can be generated, as needed, for the board to provide the information needed to carry out their fiscal responsibilities. The board finance committee will participate in quarterly reviews of school financials and compare these against the budget. The business manager for the school reports to the school leader, with whom s/he reviews the school's financials in a formal monthly meeting.

Under the guidance of the Tennessee Public Charter Schools Act of 2002, KIPP Nashville will initiate an annual audit of the finances of KNM and the region, prepared by a certified CPA, and the results of which will be furnished to the local board of education, the commissioner of education, and the Comptroller of the Treasury. The KIPP Nashville Board of Directors finance committee will select an auditor to assess the financial affairs of the school. This engagement, which will occur approximately one year before the audit is actually performed, will include an agreement that the auditor or auditing firm will meet with representatives from the board of directors to review how the financial books and records will need to be kept as required by generally-accepted accounting principles. The board will provide the auditor access to various financial and non-financial records and documents maintained by the school as requested.

Administrative Audit

KIPP Nashville conducts an annual self-evaluation of each school and the region using the KIPP Healthy Schools and regions framework-- six essential questions (KIPP Nashville's strategic directions) as domains to organize data in the assessment of organizational health. Data collected against each goal is organized in a regional dashboard that is monitored by the ED and board throughout the year. The board reviews annual summative data, such as state assessment data, stakeholder survey data, and annual longitudinal growth to assess the health of each school and the region. Other considerations include a board self-review, the executive director's annual evaluation, and evaluations for each school leader. This internal review provides an opportunity to discuss ways of improving administrative structure and policies in order to set new goals and priorities for the subsequent year.

In addition to the data collected and reviewed within the region, new KIPP Nashville schools and pre-existing schools with new leaders all participate in a programmatic audit sponsored by the KIPP Foundation and administered by an external school quality reviewer. This programmatic audit affords qualitative data on the performance of the school to supplement the internal Healthy Schools Review and provides greater insight into the operation of new schools with more limited data.

3. [If applicable, describe the fiscal health of other schools in your network. Are any of the schools on fiscal probation or in bankruptcy?](#)

To date, all KIPP Nashville schools have operated with clean financial audits and are neither on financial probation nor in danger of bankruptcy.

4. [Present, as Attachment 5, a detailed budget narrative describing assumptions and revenue estimates.](#)

See Attachment 5 for the budget narrative.

5. [Explain how the organization will reach its fundraising goals over the next five years. Provide a development plan that includes staffing needs.](#)

Fundraising

Fundraising is another area in which KNM will benefit greatly from the experience and capacity of the KIPP Nashville region. Through the regional development team and with assistance from the board, KIPP Nashville will provide private funds that will offset costs to operate KNM. These private funds will increase liquid assets and will provide greater resources for the students' learning experience.

Historically, KIPP Nashville has had significant success fundraising in past years and has the capacity to meet the funding needs to offset operating costs as the school grows to scale. The regional team includes a development department managed by a director of development. The board lends its support through advocacy throughout the philanthropy community, donor relations, and their own contributions.

Successful annual events, like the Leaders and Scholars Breakfast has raised an average of almost \$300,000 a year over its five-year history. Beyond its financial impact, the event provides the foundation for KIPP's diverse private donor base to grow to over 900 individuals in the past four years. In the last three years, the donor base has diversified to include an increasing number of companies like Southern Land Company, CARCOR, and foundations like the Joe C. David Foundation and General Literacy Foundation.

KIPP Nashville received a \$2 million gift from Charter School Growth Fund to provide for the organization of a robust KNSST to support the region's growth. In addition, new KIPP charter schools have historically received money from both the Walton Foundation and from the Federal Charter School

Program grant due to the school's affiliation with KIPP. Based on direction from the KIPP Foundation, KNM anticipates receiving \$600,000 from the Charter School Planning grant over three years.

6. Provide, as **Attachment 6**, a detailed budget for the proposed school. You may reference school-level budgets provided in the original application, as appropriate.

See Attachment 6 for the required budget forms.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

1. Is your existing educational program a success?
 - Provide student achievement and growth results for each school in the network as **Attachment 7**.
 - Have the schools in the network demonstrated success in raising student achievement levels by meeting/exceeding state or national standards for most students?
 - If applicable, provide the graduation rates for each school in the network?
 - Using the Portfolio Summary Template, provide, as **Attachment 8**, a detailed summary of all of the schools in the operator's portfolio.

KIPP Nashville is one of the highest performing charter operators in the region, with both schools for which data is available having earned “Excelling” status. See Section I for a summary of the region’s performance in the last two years. See the student achievement and growth results in Attachment 7 and the Portfolio Summary Template in Attachment 8.

2. Select one or more of the consistently high-performing schools that the organization operates, and discuss the school’s performance.
 - a. Be specific about the results on which you base your judgment that the school is high-performing.
 - b. Discuss the primary causes to which you attribute the school’s distinctive performance.
 - c. Discuss any notable challenges that the school has overcome in achieving its results.
 - d. Identify any ways in which the school’s success has informed or affected how other schools in the network operate. Explain how the effective practice or structure or strategy was identified and how it was implemented elsewhere in the network.

KIPP Academy Nashville (KAN) is the flagship campus for KIPP Nashville and has been the consistently highest performing school in the portfolio since opening nearly ten years ago. The school has grown consistently in math and reading over the last three years and TVAAS growth has been strong year over year. The school has earned Excelling status for these results.

The model elements that have been critical to the school’s success will be replicated at KNM. KAN is a data-driven school: teachers have time embedded in their schedules to analyze student data weekly, as well quarterly data days for collaborative analysis of the summative benchmarks. Teachers are coached in bi-weekly sessions with their manager around the use of data to drive instruction, and observation feedback and planning guidance includes consideration of student data and how it is being used to drive instruction. Teachers make targeted plans for school-wide and individual student growth based on the student data at the start of the year and review ongoing data to inform these goals and the strategies to meet them. The leadership team provides feedback on these plans and monitors progress toward the goals throughout the year to inform student and teacher supports.

Another key element of KAN’s success is the coaching and feedback model that provides robust support for every member of the instructional staff. All teachers have O3s at least once every other week, and those teachers who need more support get observations, feedback, and coaching at least once a week. Each teacher meets with his/her manager at the start of the year to craft an individualized development goal that is a key lever for improving student outcomes in their classroom. Bi-weekly and weekly coaching sessions and observation feedback provide small, “bite-sized” action steps that build momentum and growth. The investment in coaching and leadership capacity building for all instructional leads ensures that the coaching and support for every teacher is high-leverage and rooted in data.

One of the challenges KAN has overcome is addressing the significant literacy gaps most students have upon enrollment. Over a three-year period, KAN students’ proficiency in ELA on the TCAP increased by 23 percentage points. This achievement required significant revision to the literacy instruction structure,

effected through both increased time for a literacy block in the daily schedule and revision to the content and instructional methods employed in the ELA block. Those students who need additional interventions receive supplementary literacy instruction during an intervention block that utilizes phonics instruction and fluency practice.

This growth in ELA informed many of the structures at KIPP Nashville College Prep, the second KIPP Nashville campus. The school opened with a true balanced literacy curriculum and a daily schedule that embeds an extended ELA block in the regular schedule. The literacy intervention curriculum and strategies that yielded such strong results at KAN was implemented from the start at KNCP, enabling the school to open with a hearty approach to bridging the literacy gap for most students. In addition, the updated quarterly interim assessments and approach to PD that were so critical in the growth of KAN were hallmarks of KNCP from its inception, leveraging the lessons learned at KAN.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.
 - a. Be specific about the results on which you base your judgment that performance is unsatisfactory.
 - b. Describe the primary causes to which you attribute the school's problems.
 - c. Explain the specific strategies that you are employing to improve performance.
 - d. How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

KIPP Nashville College Prep (KNCP), the second school to open in the KIPP Nashville portfolio, outperformed MNPS across all subject areas and matched or outperformed the state in all areas other than reading. However, the school did not open performing as high as KAN, so the leadership team analyzed the data and strategies in place to determine what changes could be made to increase achievement.

The primary barrier to KNCP's achievement was the experience and capacity for coaching at the leadership level that was available at KAN. The founding school leader was the sole member of the leadership team responsible for coaching teachers in the first years of operation, and this responsibility was not receiving the prioritized role it needed, given the breadth of responsibilities a founding principal has in a school's opening years. The decreased capacity to prioritize coaching in the opening years yielded a slower growth rate for teachers, and by proxy, slower growth rate for students.

In response to this finding, leadership prioritized teacher development and hired an assistant principal whose capacity could be devoted to a timely and thorough feedback loop and coaching model for all instructional staff. With this increased capacity, all teachers received weekly feedback on planning and bi-weekly observations and coaching around the observations. At the regional level, KNSST responded by adding coaching capacity through the addition of a Director of Curriculum and Instruction to provide direct services and support to instructional staff and principals at each school site. The region also refined their performance management tools to include a shared Instructional Excellence Rubric, which aligns common expectations and supports for excellent teaching across schools. A new Common Core-aligned shared curriculum enabled teachers to focus on interpreting and delivery to students, rather than content development—this allowed the AP to direct feedback and support to teacher development rather than the content.

Now that KNCP is operating with this increased coaching capacity and focus on teacher excellence, the school is positioned to achieve the rigorous goals set by the region: top quartile achievement in the state, 70% proficiency or higher in reading and math, and a stretch goal of 78% proficient in math to outperform KAN. The quarterly data meetings to date suggest that KNCP is on track to meeting these goals with the revised systems and strategies in place.

4. *For all schools operating under another authorizer in the state of Tennessee, provide as **Attachment 8**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).*

KIPP Nashville does not operate any school under an authorizer other than MNPS. See Attachment 8 for the Portfolio Supplement document.

5. *For all schools operating in the state of Tennessee, provide the following in **Attachment 10** (a) the most recent audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.*

See Attachment 10a for the most recent audited financial statements for KIPP Academy Nashville, KIPP Nashville College Prep, and KIPP Collegiate High School. See Attachment 10b for the most recent internal financial statements for each school.

6. *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”*

Not applicable: KIPP Nashville has not terminated any charter contracts or had any charter contracts terminated by others.

7. *List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization, and explain what caused these actions.*

Not applicable: KIPP Nashville has not had a charter revoked, non-renewed, withdrawn, renewed with conditions, or approved but not planned for opening within the timeline agreed upon by the authorizer. KIPP Nashville has chosen to open its portfolio of schools to date in partnership with MNPS rather than utilize the ASD approved charter of 2012.

8. *Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years and how such deficiencies or violations were resolved.*

Not applicable: no KIPP Nashville school has been found in violation of compliance or to be performing at a deficiency.

9. *Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment 11** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

Not applicable: neither the KIPP Nashville regional office nor any of the schools in the region have been involved in any past or pending litigation.

Section 5: Attachments

Instructions for attachments not previously referenced are below. Please attach numbered according to the following schedule.

- Attachment 1: Organization Annual Report
- Attachment 2: Network Organizational Chart
- Attachment 3: CMO Documentation
- Attachment 4: School Organizational Chart
- Attachment 5: Budget Narrative
- Attachment 6: Budget Forms
- Attachment 7: Achievement/Growth Results
- Attachment 8: Portfolio Summary
- Attachment 9: School Reports/Evaluations
- Attachment 10: School Financials
- Attachment 11: Litigation Document
- Attachment 12: Original Application
- Attachment 13: Diversity Plan
- Attachment 14: KNSST Leadership Bios
- Attachment 15: Board of Directors Bylaws
- Attachment 16: KFET
- Attachment 17: KIPP Nashville Salary Scale

Budget Component
Proposed Elementary School

	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
Number of Students	2017	2018	2019	2020	2021
Number of Employees	200	300	400	500	500
Students per Employee	25	31	38	45	45
	8.0	9.8	10.5	11.2	11.2

REVENUE

State and Local Revenue					
Gross Base Per Pupil	\$1,829,798	\$2,792,729	\$3,788,802	\$4,818,882	\$4,903,213
Capital Outlay	\$30,000	\$45,000	\$60,000	\$75,000	\$75,000

Federal Revenue

Race To The Top - Federal	\$0	\$0	\$0	\$0	\$0
Title I	\$67,506	\$103,285	\$140,467	\$179,096	\$182,678
Title II A	\$0	\$0	\$0	\$0	\$0
Title Vb	\$300,000	\$300,000	\$0	\$0	\$0
I-3	\$0	\$0	\$0	\$0	\$0
US DOE	\$0	\$0	\$0	\$0	\$0
Gross IDEA Funds	\$44,073	\$67,432	\$91,708	\$116,927	\$119,266
IDEA - B	\$0	\$0	\$0	\$0	\$0
Miles Fellowship	\$0	\$0	\$0	\$0	\$0
Other Federal Revenue	\$74,600	\$114,138	\$155,228	\$197,916	\$201,874
Other Federal Revenue	\$117,229	\$179,360	\$243,930	\$311,011	\$317,231

Fundraising

Walton Family Foundation	\$0	\$0	\$0	\$0	\$0
Individuals	\$0	\$0	\$0	\$0	\$0

**Budget Component
Proposed Elementary School**

	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
2017	2018	2019	2020	2021	
Board Giving	\$0	\$0	\$0	\$0	\$0
Corporations	\$0	\$0	\$0	\$0	\$0
Churches	\$0	\$0	\$0	\$0	\$0
Foundations	\$0	\$0	\$0	\$0	\$0
Staff Contributions	\$0	\$0	\$0	\$0	\$0
In-Kind Contributions	\$0	\$0	\$0	\$0	\$0
Fundraising-Restricted					
Corporations - Restricted	\$0	\$0	\$0	\$0	\$0
Other					
Loans	\$0	\$0	\$0	\$0	\$0
Student Activity Fees	\$2,565	\$3,925	\$5,338	\$6,806	\$6,942
Other School Fees	\$7,384	\$11,297	\$15,364	\$19,589	\$19,980
Interest on Investments	\$0	\$0	\$0	\$0	\$0
Donated Goods and Services	\$0	\$0	\$0	\$0	\$0
Other Income	\$0	\$0	\$0	\$0	\$0
Management Fee	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$2,473,155	\$3,617,166	\$4,500,837	\$5,725,227	\$5,826,184
EXPENSES					
Personnel Expenses					
Employees	\$1,206,859	\$1,507,828	\$1,934,074	\$2,307,169	\$2,353,312
Benefits	\$402,769	\$518,052	\$650,212	\$770,759	\$785,970
Total Personnel Expenses	\$1,609,628	\$2,025,880	\$2,584,285	\$3,077,928	\$3,139,282

**Budget Component
Proposed Elementary School**

	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
	2017	2018	2019	2020	2021
Direct Student Expenses					
General Direct Student Exp	\$278,852	\$401,558	\$541,757	\$686,841	\$688,517
Transportation	\$18,133	\$26,323	\$34,834	\$43,674	\$44,547
Athletic Program	\$0	\$0	\$0	\$0	\$0
Technology	\$17,457	\$24,815	\$33,012	\$41,246	\$42,071
Total Direct Student Expenses	\$314,442	\$452,696	\$609,603	\$771,761	\$775,135
Administration					
General	\$200,498	\$289,198	\$373,149	\$457,775	\$465,367
Marketing / Recruitment	\$5,306	\$5,412	\$5,520	\$5,631	\$5,743
Staff Development	\$33,375	\$41,532	\$52,779	\$63,044	\$64,305
Travel & Entertainment	\$0	\$0	\$0	\$0	\$0
Professional Services	\$43,245	\$45,257	\$47,759	\$50,053	\$51,054
Technology	\$67,750	\$90,178	\$119,824	\$149,440	\$151,042
Total Administration	\$350,173	\$471,578	\$599,032	\$725,944	\$737,512
Facilities					
Depreciation	\$261,784	\$382,134	\$507,193	\$637,101	\$649,843
Amortization	\$47,368	\$65,249	\$84,261	\$116,190	\$129,476
Gain/Loss-Sale of Assets					
Unrealized Gain/Loss on Assets					
TOTAL EXPENSES	\$2,583,395	\$3,397,536	\$4,384,373	\$5,328,924	\$5,431,248
NET OPERATING INCOME (LOSS)	(\$110,240)	\$219,630	\$116,463	\$396,302	\$394,936
<i>Per student</i>	<i>-\$551</i>	<i>\$732</i>	<i>\$291</i>	<i>\$793</i>	<i>\$790</i>

Budget Component
Proposed Elementary School

	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
	2017	2018	2019	2020	2021
CASH FLOW SUMMARY					
Net Income (Loss)	-\$110,240	\$219,630	\$116,463	\$396,302	\$394,936
Depreciation	\$47,368	\$65,249	\$84,261	\$116,190	\$129,476
Other Operating Cash Flow Adjustments	\$748,585	-\$177,365	\$53,171	-\$51,885	-\$255,107
Operating Cash Flow Adjustments	\$685,714	\$107,514	\$253,895	\$460,608	\$269,305
Investing Activities					
Land	\$0	\$0	\$0	\$0	\$0
Building and Building Improvements	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	-\$170,515	-\$55,578	-\$60,556	-\$124,457	-\$66,428
Buses / Transportation	-\$106,121	-\$54,122	-\$55,204	-\$56,308	\$0
Cash provided by (used in) Investing Activities	-\$276,636	-\$109,700	-\$115,760	-\$180,765	-\$66,428
Financing Activities					
Facility Principal Loan Payments	\$0	\$0	\$0	\$0	\$0
Other Long Term Liabilities	\$0	\$0	\$0	\$0	\$0
Cash provided by (used in) Financing Activities	\$0	\$0	\$0	\$0	\$0
CASH SURPLUS (DEFICIT)					
	\$409,078	(\$2,186)	\$138,135	\$279,843	\$202,877
Beginning Cash	\$0	\$409,078	\$406,892	\$545,027	\$824,870
ENDING CASH	\$409,078	\$406,892	\$545,027	\$824,870	\$1,027,746

**Budget Component
Proposed Middle School**

	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Number of Students	2019	2020	2021	2022	2023
Number of Employees	96	190	274	350	350
Students per Employee	11	17	25	29	29
	9.1	11.2	11.2	12.1	12.1

REVENUE

State and Local Revenue					
Gross Base Per Pupil	\$909,312	\$1,827,320	\$2,685,392	\$3,488,881	\$3,549,936
Capital Outlay	\$16,000	\$32,000	\$47,000	\$60,000	\$60,000

Federal Revenue

Race To The Top - Federal	\$0	\$0	\$0	\$0	\$0
Title I	\$37,926	\$76,402	\$112,555	\$146,592	\$149,524
Title II A	\$0	\$0	\$0	\$0	\$0
Title Vb	\$300,000	\$300,000	\$0	\$0	\$0
I-3	\$0	\$0	\$0	\$0	\$0
US DOE	\$0	\$0	\$0	\$0	\$0
Gross IDEA Funds	\$22,010	\$44,339	\$65,319	\$85,072	\$86,773
IDEA - B	\$0	\$0	\$0	\$0	\$0
Miles Fellowship	\$0	\$0	\$0	\$0	\$0
Other Federal Revenue	\$37,255	\$75,050	\$110,563	\$143,997	\$146,877
Other Federal Revenue	\$58,543	\$117,935	\$173,741	\$226,280	\$230,806

Fundraising

Walton Family Foundation	\$0	\$0	\$0	\$0	\$0
Individuals	\$0	\$0	\$0	\$0	\$0

**Budget Component
Proposed Middle School**

	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
2019	2020	2021	2022	2023	
Board Giving	\$0	\$0	\$0	\$0	\$0
Corporations	\$0	\$0	\$0	\$0	\$0
Churches	\$0	\$0	\$0	\$0	\$0
Foundations	\$0	\$0	\$0	\$0	\$0
Staff Contributions	\$0	\$0	\$0	\$0	\$0
In-Kind Contributions	\$0	\$0	\$0	\$0	\$0
Fundraising-Restricted					
Corporations - Restricted	\$0	\$0	\$0	\$0	\$0
Other					
Loans	\$0	\$0	\$0	\$0	\$0
Student Activity Fees	\$1,281	\$2,581	\$3,802	\$4,952	\$5,051
Other School Fees	\$3,687	\$7,428	\$10,943	\$14,252	\$14,537
Interest on Investments	\$0	\$0	\$0	\$0	\$0
Donated Goods and Services	\$0	\$0	\$0	\$0	\$0
Other Income	\$0	\$0	\$0	\$0	\$0
Management Fee	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$1,386,015	\$2,483,055	\$3,209,315	\$4,170,025	\$4,243,504
EXPENSES					
Personnel Expenses					
Employees	\$592,284	\$950,143	\$1,398,984	\$1,672,309	\$1,705,756
Benefits	\$189,117	\$306,450	\$449,947	\$537,484	\$548,103
Total Personnel Expenses	\$781,401	\$1,256,593	\$1,848,931	\$2,209,794	\$2,253,858

**Budget Component
Proposed Middle School**

	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Direct Student Expenses	2019	2020	2021	2022	2023
General Direct Student Exp	\$198,256	\$368,112	\$526,946	\$676,279	\$671,683
Transportation	\$21,923	\$30,505	\$39,421	\$48,682	\$49,656
Athletic Program	\$0	\$0	\$0	\$0	\$0
Technology	\$8,304	\$15,676	\$23,078	\$29,388	\$29,976
Total Direct Student Expenses	\$228,483	\$414,293	\$589,446	\$754,349	\$751,315
Administration					
General	\$129,839	\$223,258	\$316,112	\$389,032	\$395,515
Marketing / Recruitment	\$5,520	\$5,631	\$5,743	\$5,858	\$5,975
Staff Development	\$26,177	\$43,229	\$63,546	\$76,723	\$78,257
Travel & Entertainment	\$0	\$0	\$0	\$0	\$0
Professional Services	\$46,599	\$48,938	\$51,659	\$53,647	\$54,720
Technology	\$34,935	\$61,144	\$92,042	\$114,690	\$116,932
Total Administration	\$243,071	\$382,200	\$529,103	\$639,950	\$651,399
Facilities					
Depreciation	\$143,617	\$258,905	\$367,783	\$470,848	\$480,265
Amortization	\$38,073	\$66,574	\$96,709	\$131,138	\$140,920
Gain/Loss-Sale of Assets					
Unrealized Gain/Loss on Assets					
TOTAL EXPENSES	\$1,434,645	\$2,378,565	\$3,431,972	\$4,206,080	\$4,277,757
NET OPERATING INCOME (LOSS)	(\$48,630)	\$104,490	(\$222,658)	(\$36,055)	(\$34,254)
<i>Per student</i>	<i>-\$507</i>	<i>\$551</i>	<i>-\$813</i>	<i>-\$103</i>	<i>-\$98</i>

Budget Component
Proposed Middle School

	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
	2019	2020	2021	2022	2023
CASH FLOW SUMMARY					
Net Income (Loss)	-\$48,630	\$104,490	-\$222,658	-\$36,055	-\$34,254
Depreciation	\$38,073	\$66,574	\$96,709	\$131,138	\$140,920
Other Operating Cash Flow Adjustments	\$398,635	\$181,398	\$578,849	\$297,167	\$46,326
Operating Cash Flow Adjustments	\$388,078	\$352,462	\$452,901	\$392,251	\$152,992
Investing Activities					
Land	\$0	\$0	\$0	\$0	\$0
Building and Building Improvements	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	-\$155,863	-\$107,314	-\$114,780	-\$135,529	-\$48,907
Buses / Transportation	-\$55,204	-\$56,308	-\$57,434	-\$58,583	\$0
Cash provided by (used in) Investing Activities	-\$211,067	-\$163,622	-\$172,214	-\$194,112	-\$48,907
Financing Activities					
Facility Principal Loan Payments	\$0	\$0	\$0	\$0	\$0
Other Long Term Liabilities	\$0	\$0	\$0	\$0	\$0
Cash provided by (used in) Financing Activities	\$0	\$0	\$0	\$0	\$0
CASH SURPLUS (DEFICIT)	\$177,012	\$188,841	\$280,687	\$198,138	\$104,084
Beginning Cash	\$0	\$177,012	\$365,852	\$646,539	\$844,677
ENDING CASH	\$177,012	\$365,852	\$646,539	\$844,677	\$948,762

**Budget Component
Network Roll-up**

	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
Number of Students	648	1,018	1,292	1,678	2,092	2,401	2,713	2,911	3,000	3,012
Number of Employees	77	119	143	184	222	246	267	281	286	286
Students per Employee	8.4	8.6	9.0	9.1	9.4	9.8	10.2	10.4	10.5	10.5

REVENUE	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Gross base Per Pupil	\$5,633,886	\$8,919,534	\$11,495,514	\$15,187,340	\$19,269,388	\$22,533,073	\$25,930,529	\$28,332,262	\$29,713,887	\$30,352,300
Capital Outlay	\$114,000	\$176,000	\$220,000	\$283,000	\$331,000	\$380,000	\$433,000	\$466,000	\$497,000	\$499,000
Race To The Top - Federal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$230,124	\$363,525	\$468,505	\$611,785	\$767,311	\$895,938	\$1,030,466	\$1,128,154	\$1,187,936	\$1,216,683
Title II A	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title Vb	\$451,012	\$550,000	\$300,000	\$300,000	\$600,000	\$600,000	\$300,000	\$0	\$0	\$0
I-3	\$191,194	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
US DOE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gross IDEA Funds	\$133,548	\$215,673	\$279,091	\$369,730	\$470,271	\$550,512	\$634,391	\$694,461	\$729,949	\$747,443
IDEA - B	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Miles Fellowship	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Revenue	\$0	\$0	\$472,401	\$625,822	\$796,001	\$931,820	\$1,073,797	\$1,175,474	\$1,235,543	\$1,265,154
Other Federal Revenue	\$0	\$0	\$735,530	\$975,998	\$1,242,780	\$1,455,544	\$1,677,965	\$1,837,034	\$1,930,696	\$1,976,470
Walton Family Foundation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Individuals	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500
Board Giving	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600
Corporations	\$382,063	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063
Churches	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
Foundations	\$818,675	\$728,337	\$728,337	\$728,337	\$728,337	\$728,337	\$728,337	\$728,337	\$728,337	\$728,337
Staff Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-Kind Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Corporations - Restricted	\$125,000	\$312,500	\$400,000	\$312,500	\$0	\$0	\$0	\$0	\$0	\$0
Loans	\$400,000	\$0	\$0	\$0	-\$250,000	\$0	\$0	\$0	\$0	\$0
Student Activity Fees	\$8,711	\$14,350	\$19,000	\$25,157	\$31,223	\$36,100	\$41,247	\$44,980	\$47,275	\$48,515
Other School Fees	\$22,373	\$36,131	\$46,756	\$61,940	\$78,784	\$92,226	\$106,278	\$116,342	\$122,287	\$125,218
Interest on Investments	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828
Donated Good and Services	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Other Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Management Fee	\$459,871	\$725,497	\$934,451	\$1,231,414	\$1,558,370	\$1,819,843	\$2,092,125	\$2,284,697	\$2,395,647	\$2,447,127
TOTAL REVENUE	\$9,369,386	\$12,677,539	\$16,735,576	\$21,349,015	\$26,259,456	\$30,659,384	\$34,684,127	\$37,443,731	\$37,874,547	\$38,692,237

Budget Component
Network Roll-up

	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24
EXPENSES	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023

Personnel Expenses										
Salaries	\$4,547,761	\$6,559,782	\$7,807,449	\$9,870,776	\$11,939,814	\$13,449,352	\$14,854,975	\$15,923,014	\$16,486,820	\$16,816,557
Benefits and Other	\$1,507,946	\$2,213,874	\$2,661,080	\$3,372,463	\$4,083,650	\$4,585,080	\$5,041,658	\$5,388,539	\$5,573,655	\$5,683,803
Total Personnel Expenses	\$6,055,708	\$8,773,656	\$10,468,529	\$13,243,238	\$16,023,464	\$18,034,432	\$19,896,633	\$21,311,553	\$22,060,475	\$22,500,360

Direct Student Expenses										
General Direct Student Exp	\$504,521	\$710,567	\$1,991,718	\$2,541,053	\$3,134,013	\$3,655,055	\$4,188,902	\$4,572,222	\$4,808,514	\$4,903,953
Transportation	\$110,638	\$112,850	\$133,035	\$153,829	\$225,207	\$267,602	\$297,384	\$319,945	\$334,816	\$341,513
Direct Student Technology	\$35,700	\$35,700	\$36,414	\$37,142	\$37,885	\$38,643	\$39,416	\$40,204	\$41,008	\$41,828
Athletic Program	\$94,907	\$121,036	\$138,051	\$173,195	\$210,020	\$238,376	\$267,309	\$288,627	\$301,311	\$308,313
Total Direct Student Expenses	\$745,766	\$980,153	\$2,299,218	\$2,905,219	\$3,607,125	\$4,199,675	\$4,793,012	\$5,220,997	\$5,485,650	\$5,595,607

Administration										
General Admin Exp	\$682,582	\$1,029,881	\$1,269,757	\$1,687,974	\$2,126,281	\$2,434,046	\$2,695,774	\$2,902,739	\$3,029,216	\$3,089,307
Marketing / Recruitment	\$60,250	\$66,555	\$67,886	\$74,550	\$81,453	\$88,602	\$90,375	\$92,182	\$94,026	\$95,906
Board & Staff Development	\$187,196	\$383,149	\$331,432	\$395,077	\$458,003	\$511,503	\$559,859	\$600,149	\$623,557	\$635,528
Travel & Entertainment	\$9,500	\$9,690	\$9,884	\$10,081	\$10,283	\$10,489	\$10,699	\$10,913	\$11,131	\$11,353
Professional Services	\$164,619	\$215,922	\$226,342	\$278,355	\$330,676	\$386,664	\$398,993	\$410,079	\$419,231	\$427,612
Admin Technology	\$301,817	\$440,591	\$440,328	\$753,142	\$882,782	\$986,451	\$1,084,704	\$1,162,367	\$1,206,862	\$1,233,813
Total Administration	\$1,405,964	\$2,145,788	\$2,464,629	\$3,199,179	\$3,889,478	\$4,417,756	\$4,840,403	\$5,178,428	\$5,384,023	\$5,493,520

Facilities										
Depreciation	\$747,426	\$976,033	\$1,333,229	\$1,766,934	\$2,228,946	\$2,655,917	\$3,058,940	\$3,340,733	\$3,514,874	\$3,595,835
	\$244,143	\$338,333	\$411,654	\$490,597	\$521,173	\$594,588	\$614,780	\$678,249	\$709,143	\$694,057
TOTAL EXPENSES	\$9,199,006	\$13,213,964	\$16,977,259	\$21,607,167	\$26,280,185	\$29,902,348	\$33,203,767	\$35,729,960	\$37,154,164	\$37,879,378

NET OPERATING INCOME (LOSS)	\$170,379	(\$536,425)	(\$241,684)	(\$258,152)	(\$20,729)	\$757,036	\$1,480,360	\$1,713,771	\$720,383	\$812,858
Per student	\$263	-\$527	-\$187	-\$154	-\$10	\$315	\$546	\$589	\$240	\$270

CASH FLOW SUMMARY

Net Income (Loss)	\$170,379	-\$536,425	-\$241,684	-\$258,152	-\$20,729	\$757,036	\$1,480,360	\$1,713,771	\$720,383	\$812,858
Depreciation	\$244,143	\$338,333	\$411,654	\$490,597	\$521,173	\$594,588	\$614,780	\$678,249	\$709,143	\$694,057
Other Operating Cash Flow Adjustments	\$156,000	\$150,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Operating Cash Flow Adjustments	\$570,522	-\$48,092	\$169,970	\$232,445	\$500,445	\$1,351,603	\$2,095,140	\$2,392,019	\$1,429,526	\$1,506,915
Investing Activities										
Land	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building and Building Improvements	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	-\$353,184	-\$460,358	-\$393,767	-\$430,809	-\$544,870	-\$616,648	-\$483,964	-\$639,319	-\$611,165	-\$533,189
Buses / Transportation	-\$100,000	-\$102,000	-\$52,020	-\$159,181	-\$216,486	-\$165,612	-\$168,924	-\$114,869	-\$58,583	\$0

Cash provided by (used in) Investing Activities	-\$453,184	-\$562,358	-\$445,787	-\$589,990	-\$761,357	-\$782,260	-\$652,889	-\$754,187	-\$669,748	-\$533,189
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Budget Component
Network Roll-up

	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Financing Activities										
Facility Principal Loan Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Long Term Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

Cash provided by (used in) Financing Activities

CASH SURPLUS (DEFICIT)	\$117,338	(\$610,450)	(\$275,816)	(\$357,545)	(\$260,912)	\$569,343	\$1,442,251	\$1,637,832	\$759,777	\$973,726
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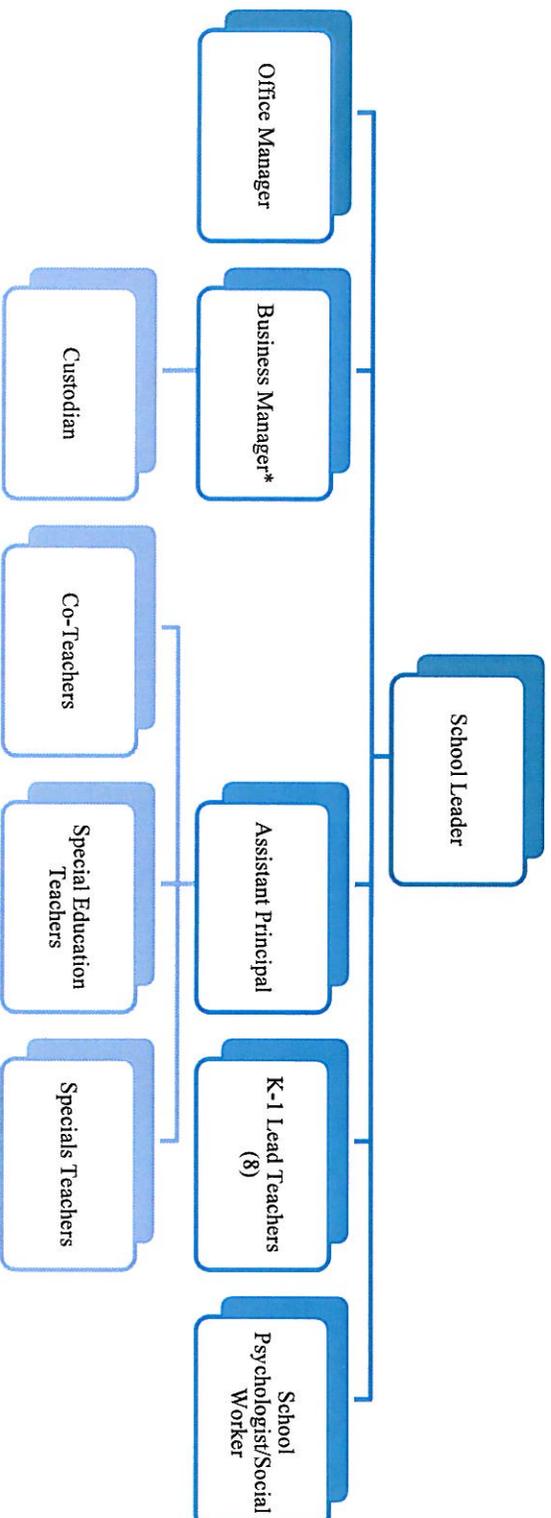
Beginning Cash

ENDING CASH	\$4,532,716	\$4,650,054	\$4,039,604	\$3,763,788	\$3,406,243	\$3,145,331	\$3,714,674	\$5,156,925	\$6,794,757	\$7,554,534
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Per Pupil Spend

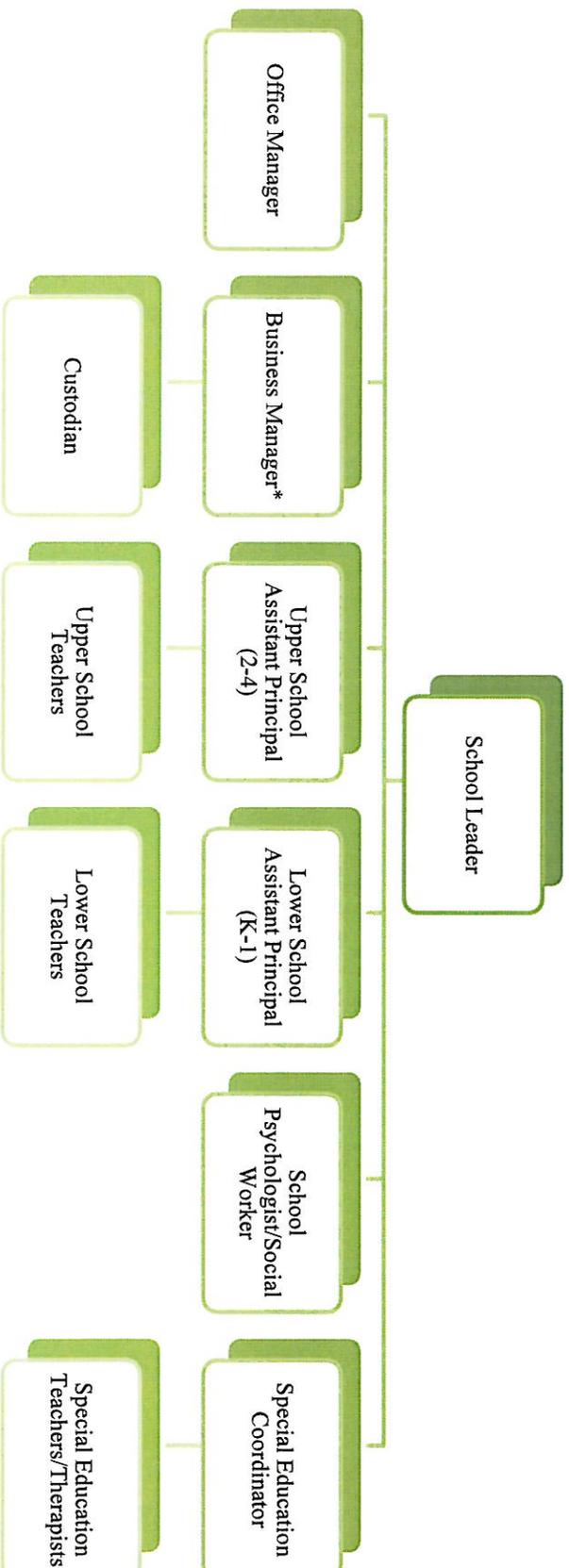
	\$ 14,204.77	\$ 12,977.26	\$ 13,142.17	\$ 12,878.27	\$ 12,561.03	\$ 12,453.29	\$ 12,239.85	\$ 12,272.43	\$ 12,383.99	\$ 12,576.82
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**KIPP Nashville Primary
School Level Org Chart
Year 1 (K-1)
(2017-18)**



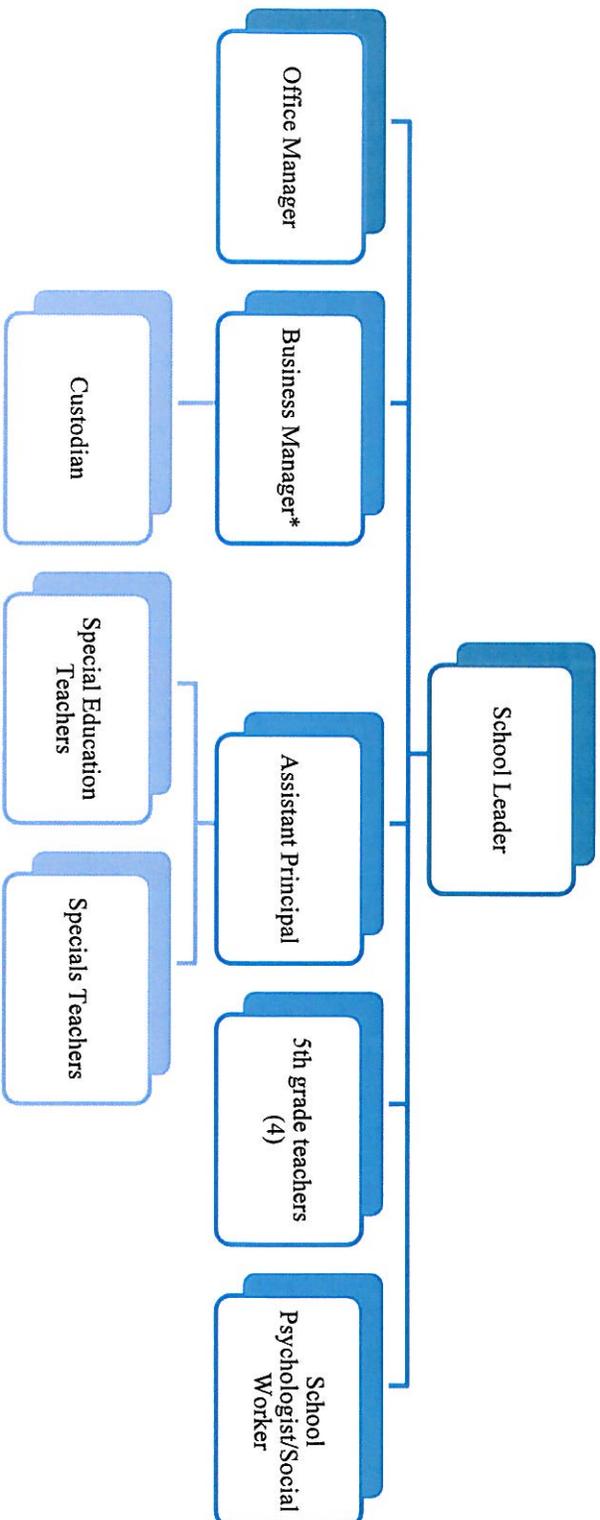
**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

**KIPP Nashville Primary
School Level Org Chart
Year 4 (Capacity at K-4)
(2020-21)**



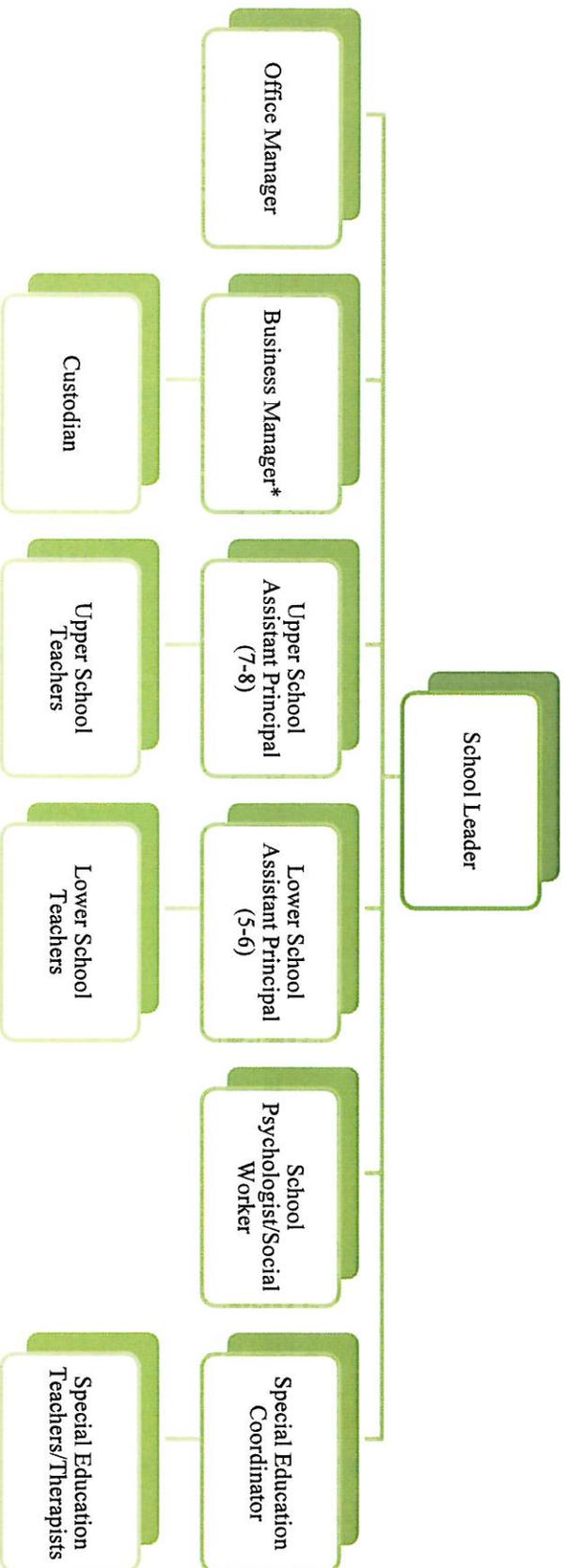
**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

**KIPP Nashville Middle
School Level Org Chart
Year 1 (grade 5)
(2019-20)**



**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

**KIPP Nashville Middle
 School Level Org Chart
 Year 4 (Capacity at 5-8)
 (2022-23)**



**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

7/6/2015

Anika Baltimore
Director of Finance
KIPP Nashville
PO BOX 78126
Nashville, TN 37207

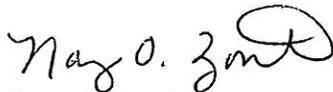
Dear Anika,

At the present time, Pinnacle Bank holds available a line of credit of \$1,750,000.00 for KIPP Nashville. This line matures April 6, 2016. As we have discussed with you and your Finance Committee, we stand ready to work with you to increase this line as your needs continue to grow with new schools.

Your deposit balances with Pinnacle Bank continue to be very strong; with today's total deposits being \$5,605,230.41.

All of us at Pinnacle are very impressed with the financial expertise of the entire KIPP team. We look forward to continuing to grow with you.

Sincerely,



Nancy O Zoretic
Senior Vice President
Pinnacle Financial Partners