

Section 1: Academic Plan Design and Capacity

Describe any key academic plan features described in the original application 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.

KIPP Nashville has established an excellent reputation locally and regionally through the strong performance of its flagship site: KIPP Academy Nashville. As the network grows and expands access to college-preparatory education in high-needs communities with the emerging K-12 pipeline to college graduation, KIPP Nashville seeks to increase access for the most challenged communities in the city by reaching families that may not otherwise access KIPP Nashville programming. In alignment with the MNPS strategic plan that outlines diversity and access to high-performing schools as two critical elements of education, KIPP Nashville will reach new stakeholder groups and deepen its impact within a specific community through the “restart” of a persistently low-performing school within MNPS, which will be the KIPP Academy Nashville Primary (KANP).

Although KANP will leverage the best practices that have proven successful in KIPP Nashville schools, it will be the first KIPP Nashville restart school, serving students in a previously persistently low-performing school with a K-4 college-prep model (that will ideally provide access to continue KIPP programming through graduation). The strategies KANP will leverage on behalf of Nashville students are both those that have proven successful in KIPP elementary schools throughout the country (data-driven instruction, extended learning, time, leadership armed with the flexibility to lead), as well as additional supports and considerations of the challenges unique to a restart approach:

- More robust familial support through intensive community outreach in the planning year,
- Co-teaching models in core content classrooms,
- Blended learning initiatives to increase access to technology, self-paced curriculum and ongoing real-time data,
- A supportive culture that positions character development as critical to student success as academic growth
- An enrollment model that provides seats for all interested families who are zoned for a specific school identified for restart (rather than recruitment of students across communities) with secondary priority to a demographically heterogeneous adjacent neighborhood to create a diverse student population

These additional strategies and supports may require the school to slightly reorganize its resources within the model (variations in budgetary allocations, daily schedules, familial engagement strategies), but still anchor KANP within the KIPP model that has proven so successful for high-needs communities across the country and in Nashville. In order to more expediently address the needs of a persistently low-performing school, KANP will also grow more quickly by opening with two grades (K-1), rather than just one. See Attachment 16 for more details about the KANP model.

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.

1. Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee and other cities and/or states, if applicable. Include the following information, regardless of school location: 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.

KIPP Nashville Vision and Growth Plan

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 and to that end, KIPP Nashville is focused on expanding its reach and impact in the east and north Nashville communities. KIPP Academy Nashville (KAN) has been operating in east Nashville since 2005 and currently serves 5th-8th graders across two middle schools. The strategy in the first phase of growth is to go deeper into these same communities by serving a higher percentage of the students, as well as provide a K-12 pipeline to college. To support this strategy, KIPP Nashville will operate seven total schools (three elementary, three middle, and one high school) that serve students from the Maplewood, Pearl Cohn, Stratford, White’s Creek, and Hunter’s Lane high school feeder patterns.

KIPP Nashville Network				
School Name	Grades Served	Authorized	Projected Opening	Student Capacity
KIPP Academy Nashville	5-8	2005 (MNPS)	2006	350
KIPP Nashville College Prep	5-8	2012 (MNPS)	2013	350
KIPP Nashville Collegiate High School	9-12	2011 (MNPS)	2014	465
KIPP Nashville College Preparatory Elementary	K-4	2013 (MNPS)	2015	480
KANP Elementary	K-4	TBD	2015	500
KIPP Middle School #3 (TBD)	5-8	TBD	2017	350
KIPP Elementary School #3 (TBD)	K-4	TBD	2018	480

When growth is complete in 2022, KIPP Nashville will consist of three elementary schools, three middle schools, and one college-preparatory high school that provide nearly 3,000 students in east and north Nashville a predictive path to college. KIPP Nashville has made the strategic decision to launch these schools in a single community in order to create college-preparatory public school feeder patterns where none currently exist. See Attachment 4b for the workbook that includes network enrollment projections.

At capacity, KIPP Nashville will graduate over a hundred students per year and these graduates will average 21 or better on the ACT. This performance will more than triple the college-preparedness rates for students attending traditional public schools in east and north Nashville.

Targeted Community and Rationale

KANP will be open to all students who are eligible for enrollment in an MNPS school with the following enrollment priorities:

1. First priority will be given to siblings of KANP students
2. Priority is given next to those students whose parents or guardians are employed by KIPP Nashville or a KIPP Nashville school or serve on the KIPP Nashville Board of Directors
3. Priority is given next to those students zoned for the school being restarted
4. Priority will be given next to those students who reside in zip code 37206 to encourage a diverse population

Although the school and community will be selected by MNPS with the cooperation of KIPP Nashville, it is the intention of KANP founders and KIPP Nashville leadership to serve students within the current target feeder patterns of north and east Nashville (Maplewood, Pearl Cohn, Stratford, White's Creek and Hunter's Lane high schools). At present, there are eleven elementary schools that may be appropriate for restart due to a Target designation within these feeder patterns. This area has been chosen because of the demographics of the community, which are primarily low-income families with limited higher education attainment, and because these communities are served by schools that are currently under-performing or demonstrate significant gaps in student achievement based on race and/or socio-economic status. With 17 of 28 elementary schools in this area receiving an Academic Performance Framework designation of "Target" at least once over the last three years, it is clear this cluster of communities is in need of high-performing, college-preparatory options.

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

KIPP Nashville will not open or operate schools in other states and is committed to students and families in Metropolitan 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.

KANP will leverage the benefits of two levels of support on behalf of Nashville students: the KIPP Nashville regional school support team and the national KIPP Foundation. The KIPP Foundation provides nationally-based support to KANP, with national outreach for recruitment and support that have already yielded an experienced, accomplished school leader for the school, as well as myriad supports, training, and resources. Through the support and oversight of the KIPP Foundation and KIPP Nashville, many KANP staff will be developed from within the organization, with significant experience and demonstrated skill in effecting the outcomes described herein with similar students in similar communities. Moreover, all staff have and will continue to participate in robust, ongoing, high-quality professional development to ensure their

capacity to meet the needs of the KIPP Nashville network is more than sufficient. The KIPP Foundation's annual PD cohorts, professional development offerings, school quality reviews, and Healthy Schools analyses all ensure KANP is well-positioned to deliver on the promise of the brand.

The KIPP Nashville school support team has outlined its growth plan to support the opening and operation of the seven total proposed schools and is currently on-track for that plan with four of the seven schools approved and two already successfully operating. The KIPP Nashville team is currently comprised of eleven staff and will add new staff members (to support recruiting, operations, financial management, and other key functions) over the growth of the network to provide services for each school site so that school leadership can focus on student growth and success. By the time KANP opens in 2015, the school support team will be comprised of a robust team managing four schools, as outlined in the organizational charts included as Attachment 2.

In nearly ten years of operation, the KIPP Nashville team has not only founded, launched, and operated two successful schools in MNPS, but has leveraged this time to develop relationships, policies and procedures that build the capacity of the organization as a whole. Through funding awarded through Race To The Top, KIPP Nashville has been able to grow its regional office to create the foundation 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. In addition, the Charter School Growth Fund (www.chartergrowthfund.org) voted in March of 2013 to invest \$2 million to support KIPP Nashville's growth. These funds, combined with the Charter School Growth Fund's access to rich talent networks, will facilitate the KIPP Nashville team's growth.

Professional biographies for the KIPP Nashville team and the KANP school leader resume are included as Appendix 13.

4. Discuss the results of past replication efforts and lessons learned – including particular challenges or troubles encountered; how you have addressed them; and how you will avoid or minimize such challenges for the proposed schools.

KIPP Nashville currently has two schools in operation, and the KIPP model has been replicated across the country with over a hundred KIPP schools opening since the first nearly 20 years ago. The KIPP Foundation, which has grown out of the success of these replication efforts, identified key levers for success in replication, which are reflected in the KIPP Nashville approach to growth. KIPP has found that the replication of a pre-existing, highly successful school like KANP is best executed with the support of a regional school support team. 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 KIPP Nashville school support team was established and will support KANP through opening to ensure that the challenges of replication are effectively mitigated.

Other key elements of the model, such as class sizes, co-teaching approach, cultural practices, alignment of scope and sequence, and instructional strategies, are all borne of the collective experience of more than 140 schools serving more than 50,000 students across the country. Because of the intensive training provided for the school leader in both national practices and local needs, KANP benefits from a long history of high-performing schools that have enabled the KIPP Nashville schools to out-perform most of their peer schools in the district.

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.

As part of its strategic growth process, KIPP Nashville has examined potential risks and aligned action steps to mitigate those risks. Although risks are likely to continually evolve and become apparent, the KIPP Nashville Board of Directors and executive director are charged, in part, with identification of these risks and development of mitigation plans.

Human Capital

KIPP Nashville's expansion plans require sourcing, hiring and developing a significant number of new school leaders and teachers. KIPP Nashville's success in replicating and growing is dependent on finding the right people for each of these very important roles.

The following actions will mitigate this risk:

- Formal internal leadership pipeline process, which develop internal candidates for leadership positions, maintains a deep talent bench, and initiates formal succession planning for leadership positions
- Leverage of human capital networks, such as TFA, the KIPP Foundation, and leading schools of education to cast a wide net for all positions
- Administer survey to learn staff aspirations, motivations, and priorities to learn areas the school may dedicate future resources and attention
- Ongoing annual recruitment efforts, managed by HR staff at the network level, to maintain an ongoing pool of eligible candidates throughout the year
- Clear performance management process that ensures all staff have critical performance and development goals, as well as a protocol that informs consistent managerial support/influence of practice
- Clearly defined career tracks for all functions and competencies

Facilities

Although the growth of the KIPP Nashville network necessitates long-term facility options for the majority of the schools planned, the restart approach to an elementary school within the growth plan mitigates some facilities risk. Because the restart will ideally occupy the facility of a

¹ 2010 Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2010>>.

previously persistently low-performing school, this is one model for which facilities will not be as challenging. Co-location with other KIPP Nashville schools and partnerships with ASD and MNPS to repurpose surplus educational facilities are additional options to address facilities risks.

Student Academic Performance

As the KIPP Nashville network grows, structures and processes need to be in place to ensure this growth does not negatively impact student academic performance at any grade level or any school.

The following actions will mitigate this risk:

- Clearly defined roles and responsibilities and organizational charts across the region and the schools with very clear decision rights and accountability
- Annual goals with targets that are internalized by all staff members and easily measured
- Robust data analytics and management platform to ensure data available across all levels of the organization to drive student level decision making
- Professional development training on best practices for use student assessment data to drive instructional planning and modeling
- Detailed processes for making decisive and comprehensive changes as need based on data analytics

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:

- Clearly defined values (and practices that support those values) that drive everyday actions and behaviors across the region
- Internal development of candidates for leadership roles
- Codification of school traditions that build on the culture and the values
- Strong communication channels between the schools and the region to ensure constant collaboration and innovation
- Regional trainings and sharing to build and maintain a common vision and culture

As other risks are identified, KIPP Nashville will develop mitigation plans to ensure the quality of programming across the growing network.

*6. Provide, as **Attachment 1**, the organization's annual reports for the last two years and any current business plan for the organization or network.*

See Attachment 1.

Network Management

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

The KIPP Nashville leadership team is comprised of the ED, CAO, Director of Operations, Director of Finance, and Director of Development. The responsibilities of each, along with the responsibilities of each projected staff member and the year in which that staff position will be

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added, are outlined below.

Title	Responsibility	Projected Year To Be Added
Executive Director	Provides strategic direction for the organization, coaches and manages principals, serves as the ambassador for KIPP in the community, and ensures the operational sustainability of KIPP Nashville regional network of schools.	2011
Chief Operating Officer	Will lead and manage the KIPP Nashville regional office, which includes finance, operations, human resources, technology, development, communications and facilities. Oversees the expansion of the regional office and infrastructure.	2014
Director of Operations	Oversees operational functions within the organization and at the schools including food service, human resources, recruiting, data and compliance across the region.	2011
Director of Finance	Oversees all financial functions of the organization including strategic planning, budgeting, financial statements, bookkeeping, reporting and compliance, audits, and fiscal policies and procedures.	2013
Chief Academic Officer	Oversees curriculum development and assessments and provides coaching and instructional support to new KIPP teachers and school leaders.	2011
Data Analyst	Develops and implements data tracking tools, making data available to all staff as needed.	2013
Director of Development	Develops and implements the development strategy and fundraising activities including grant writing, communications, donor stewardship, cultivation and relations with private foundations, corporations and individuals.	2011
Associate Director of Development	Supports the Director of Development through implementation of all fundraising activities.	2011
Recruitment Manager	Oversees all aspects of the recruiting function for the shared services office and schools, with a specific focus on teacher recruitment.	2013
KIPP Through College, Director	Oversees all college initiatives and alumni support services through college graduation	2012
Alumni Support Manager (2)	Oversees and implements all aspects of alumni support, including alumni outreach, leadership of programming for alumni and their families, data-tracking for alumni, etc.	2011 & 2013

The regional school support team will support each school site to ensure each school is able to realize its mission and effect student excellence.

2. 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 which will be provided in **Attachment 3**).*

KANP will be governed by the KIPP Nashville Board of Directors and will benefit from the support of the KIPP Nashville school support team. Although the school will not contract with a management organization, the role of the school support team is to provide an additional level of resources and accountability for each school in the network. As such, the focus of the services provided by the school support team are on ensuring each school has the resources necessary at the school site to provide for excellent teaching and learning. In addition to data, HR, operations, college placement/support, and financial services provided by the school support team, the KANP school leader will be managed and supported by the CAO to provide additional capacity and expertise.

Attachment 2 outlines the organizational charts for the network. Attachment 3 summarizes the relationship between the board, school support team, and individual school sites.

3. Using the table below, summarize school- and organization-level decision-making responsibilities as they relate to key functions, including curriculum, professional development, culture, staffing, etc.

Function	Network/Management Organization Decision-Making	School Decision-Making
Performance Goals	Executive Director decides and regional leadership team (CAO, Director of Finance, Director of Ops, School Leaders) approve	School Leader and Assistant Principals set grade-level goals that roll up to meet the school goals
Curriculum	Director of Curriculum and Assessment creates curriculum plan. Assistant Principals and School Leader may participate in curriculum creation with DCA as final decision maker. CAO approves	Assistant Principals and School Leader may make recommendations for site-based curricular changes. CAO approves
Professional Development	CAO creates regional PD calendar and Executive Director approves	School Leader sets school PD calendar and CAO approves
Data Management and Interim Assessments	CAO 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	Executive Director 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	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. All key accounting functions (accounts payable, accounts receivable, payroll) are	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

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	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.	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.
Student Recruitment	Executive Director receives input from Director of Finance and sets recruitment targets for schools.	School Leader creates student recruitment plan and Executive Director approves
School Staff Recruitment and Hiring	Recruitment Manager sets targets with School Leader input. Recruitment Manager creates recruitment plan and Executive Director approves	School Leader interviews and bring teachers and school leaders into interview process. School Leader may also recruit for his/her school.
H/R Services (payroll, benefits, etc)	All H/R services are centrally managed at the network level. Changes to polices or program design will be decided by Director of Ops with input from the Director of Finance. All key decisions on H/R services will need to be approved by the Finance committee.	Schools will provide feedback on any potential issues or suggestions for improvement. Schools will work with the Director of Ops to provide the programs that best meet the needs of the school employees
Development/ Fundraising	Director of Finance sets the budget with Executive Director approval. Development Director creates the development plan to reach goals.	School Leader directs staff to participate in fundraising plan
Community Relations	Executive Director creates plan with input from School Leader, PIC, and Board	School Leader directs staff to participate in community relations plan
I/T	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	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.
Facilities Management	All facilities management will be handled by Director of Operations with support and approval from the Executive Director and the board as needed. Responsibilities include sourcing new 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.	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 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	School leaders will have the authority to approve contracts and purchases under \$5K, as long as it does not mean missing

	<p>expenditures, the Director of Finance will secure the necessary authorization from the Executive Director as well as the Finance committee.</p>	<p>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</p>
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4. Provide, as **Attachment 2**, the following organization charts:

1. Year 1 network as a whole (including both network management and schools within the network)
2. Year 3 network as a whole
3. Year 5 network as a whole

See Attachment 2 for the organizational charts for both the school site and the school support team.

Governance

1. Describe the governance structure at the network level and how that relates to the individual school(s). To the extent the following questions are addressed in the original application, indicate so.

- a) 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.
- b) 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.
- c) 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).
- d) 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

In order to provide each school with a unified board with superior expertise and experience that can effectively advocate for the region of schools, KIPP Nashville will be governed by one board, to whom the regional office reports. The KIPP Nashville Board of Directors has oversight over all KIPP Nashville schools (which will include KANP) and founded the two KIPP schools in operation (KAN and KNCP). The members of the KIPP Nashville Board of Directors will be expected to have (and current members have) experience with both local and national business, and legal and philanthropic organizations. In addition, KANP will have the benefit of governance from a pre-existing, established board that has already successfully founded four KIPP Nashville schools. This experience is invaluable as they work together to assist in the establishment of KANP. 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 KIPP Nashville school support team is accountable to the board for their effective management of each

individual site within the region of schools, providing leadership, shared services support, and advocacy for each school as a part of their portfolio.

In order to provide each school with a unified, highly-qualified board that can effectively advocate for the region of schools, KIPP Nashville will be governed by one board, to whom the regional office reports. In accordance with TN law, each school site will elect a parent representative to represent the interests of the students and parents of that specific school site to serve a one-year term on the KIPP Nashville Board of Directors.

Based on an agreement with the MNPS Innovation Zone executive director, KIPP Nashville students will be allowed first priority when matriculating from one tier of KIPP Nashville schools to the next, which will enable KANP students, specifically, first priority to enroll in KAN for fifth grade.

Board Composition

The board is currently comprised of eleven members, and will strive to maintain no fewer than seven and no more than fifteen members. Each tier served by KIPP Nashville has parent representation through a parent elected nominated to the board by the governance committee. Note that this parent may represent the interests of more than one tier if s/he has students enrolled in more than one tier.

Duties and Powers

The board of directors ensures that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. The board of directors oversees financial management of the school and regularly reviews and approves the network curriculum and calendar, as well as the organization's goals and objectives. The responsibilities of the board are limited to governance, whereas the school leader (and to some extent the executive director) will manage the school. The board will ensure that KANP is committed to the proven KIPP educational philosophy, is fiscally responsible (implementing sound financial policies and procedures), adheres to the school's charter agreement with the authorizer, and is compliant with all applicable local, state and federal laws.

The board's responsibilities include the following:

- Serve as ambassadors for the school by clearly articulating the school's mission, accomplishments, and goals to the community and by garnering support from important members of the community;
- Support and advocacy of charter-friendly policy initiatives at the local or state level;
- Participation in the budgeting process each year, providing advice and feedback to the school leader and executive director, as well as ultimately approving an annual budget and any subsequent amendments;
- Monitoring the implementation of appropriate fiscal controls by school leadership;
- Assuring that there are adequate resources for the school to fulfill its mission by working with the school leader and KIPP Nashville development staff to raise funds broker community or business partnerships that raise local visibility of the school and initiate funding opportunities;

- Serving as the grievance board for parent concerns that are unable to be resolved by the school leader and executive director;
- Monitoring and ensuring compliance with regulatory statutes and other local, state, and federal laws by regularly reviewing school policies, programs, and practices;
- Assessing its own performance annually by evaluating its success as a board and its performance in fulfilling its responsibilities, and;
- Identifying, recruiting, and screening candidates for the board of directors.

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

The KIPP Nashville Board of Directors will evaluate the executive director in his management of school leaders and school sites. Through a comprehensive annual evaluation that relies on measurable outcomes and goals set annually in cooperation with the executive director and 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 directly to the CAO, who in turn reports to the executive director. The CAO evaluates each school leader on their success using similar measurable outcomes for their school site.

2. If this application is being submitted by an existing non-profit organization:

- a) Will the charter ultimately be held by the existing non-profit or a different non-profit board? If the latter, explain the transition.*
- b) 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.*
- c) 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.*

Charter Holder

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 supporting the common needs of KIPP schools in the Metropolitan Nashville (see any complete KIPP Nashville charter on file for this letter). KIPP Nashville oversees the operations and performance of KANP, and all KIPP Nashville schools through the governance of the KIPP Nashville Board of Directors and the management of the KIPP Nashville school support center. The purpose of this organizational structure is to increase the productivity and outcomes of each KIPP school by allowing school leaders to focus more on activities directly related to student achievement.

Board Transition

Because the current board is the charter holder for all approved KIPP Nashville schools, no adjustments to the bylaws is required (see bylaws in a complete KIPP Nashville charter on file). As the network portfolio of schools grows, so does the board by one member as a parent representative is elected to the board by each school in operation annually.

School Management Contracts

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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.

Not applicable; KANP will not utilize an ESP.

Personnel/Human Capital

Network-wide Staffing

Complete the following table indicating projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serve the network 50% or more. Change or add functions and titles as needed to reflect organizational plans.

Year	Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
Number of elementary schools	2	3	3	3	3
Total number of middle schools	2	2	3	3	3
Number of high schools	1	1	1	1	1
Total schools	5	6	7	7	7
Student enrollment	1210	1772	2246	2646	2839
Management Organization Positions					
Executive Director	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
Chief Academic Officer	1	1	1	1	1
Director, Curriculum & Assessment	1	1	1	1	1
Data Analyst	1	1	1	1	1
Recruitment Manager	1	1	1	1	1
Recruitment Associate	1	1	1	1	1
Human Resources Director	1	1	1	1	1
KIPP Through College Director	1	1	1	1	1
KIPP Through College Manager	1	1	1	1	1
KIPP Through College Associate	1	1	1	1	1
Director of Student Support	1	1	1	1	1
Marketing Manager	0	1	1	1	1
Office Manager	1	1	1	1	1
Director of Development	1	1	1	1	1
Associate Director of Development	1	1	1	1	1
Total back-office FTEs	17	18	18	18	18
Middle School Staff					
School leaders	2	2	3	3	3
Assistant Principals / Deans	4	4	5	5	6
Business Manager	1	1	2	2	2

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Classroom Teachers (Core Subjects)	28	32	36	40	44
Classroom Teachers (Specials)	12.2	12.1	14	16	17
Counselor	2	2	3	3	3
School Operations Support Staff	7.5	7.5	7.5	7.5	7.5
Total FTEs at middle school (rounded to nearest whole)	57	61	65	69	73
High School Staff					
School leaders	1	1	1	1	1
Assistant Principals / Deans	2	2	2	2	2
Business Manager	1	1	1	1	1
Classroom Teachers (Core Subjects)	15	22	28	28	28
Classroom Teachers (Specials)	2.3	3.4	3.5	3.5	3.5
Guidance Counselor	1	1	2	2	2
School Operations Support Staff	2	3	3	3	3
Total FTEs at high schools	24	32	39	39	39
Elementary School Staff					
School leaders	2	2	2	2	2
Assistant Principals / Deans	2	2	4	4	4
Business Manager	0	1	1	1	1
Classroom Teachers (Core Subjects)	20	30	39	48	48
Classroom Teachers (Specials)	14	17	23	26	26
Guidance Counselor	2	2	2	2	2
School Operations Support Staff	6	7	8	9	9
Total FTEs at elementary schools (rounded to nearest whole)	46	61	79	92	92
Total network FTEs	144	172	201	218	222

Staffing Plans, Hiring, Management, and Evaluation

1. 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 KANP school leader has participated in the rigorous KIPP School Leadership Program as a Fisher Fellow, and was selected for her role 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 by the school), which selects approximately 3% of all applicants to participate in the training program.

KANP School Leader

Through the rigorous process highlighted above, Amy Galloway was selected to be the KIPP Academy Nashville Primary school founder. Currently serving as the co-school leader of KIPP Philadelphia Elementary, Amy completed her Fisher Fellowship after four years in leadership roles at KIPP Philadelphia schools. Prior to her tenure with KIPP Philadelphia, Amy was a Teach For America Corps Advisor and was nominated for the Sue Lehmann Award for Excellence in Teaching when she was a TFA Corps member from 2006-2009. She earned a BA in Communication Arts from Penn State and her Masters in Education (with Special Education certification) from Chestnut Hill College. Amy has already begun her work in Nashville through school visits and weekly check-ins with KIPP Nashville staff.

Leadership Pipeline

In order to groom the most effective leaders of KANP and the network as a whole, KIPP Nashville will support the school leadership team in the establishment of a formal, structured leadership pipeline. 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 have several levels of responsibility they can work toward on the leadership track.

Because all staff will have individualized Performance Management plans (PMs), 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 complements this talent planning strategy to ensure staff are being intentionally developed to fill known and unanticipated teaching and leadership needs. On a semi-annual basis, KIPP Nashville's regional leadership team will work with the KANP leadership to identify staff with leadership potential, identify leadership pathways, and intentionally develop staff for leadership positions.

This semi-annual talent review works to address four specific goals:

- Increase alignment among regional leaders on trajectory of existing talent
- Identify KIPP School Leadership Programs (KSLP—a formal training program and cohort approach provided by the KIPP Foundation to develop leaders) candidates and appropriate program
- Provide a recruiting roadmap of internal vs. external teacher leaders
- Highlight programming needs to move internal candidates to the next level
- Provide top performers with leadership development opportunities

The talent review is structured to consider an employee's current and potential performance and determines the highest organizational position that employee could obtain in the next four years. This planning allows for KIPP Nashville leaders to be more strategic and intentional in the development of employees. Additionally, the frequency of meetings allows leaders to hold each other accountable for the development of all employees as well as providing an opportunity to course correct as necessary.

2. Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring "Highly Qualified" staff in accordance with the Elementary and

Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.

Staff Recruitment

KIPP Nashville has demonstrated strong practice in recruiting a large pool of eligible candidates for each regional school. Through the support of the KIPP Foundation (which leverages its national network to recruit candidates for each KIPP school) and the KIPP Nashville school support team (which maintains a dedicated HR department that advertises available and projected vacancies and promotes KIPP Nashville schools across the country year-round), KANP will have access to a national pool of candidates and significant recruitment capacity.

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 throughout the vast national network of KIPP supporters and schools of education, it is anticipated that KANP leadership will have a large pool of qualified candidates from within and outside of Nashville from which to select its staff, with a focus on those candidates who are highly qualified. Partnerships with entities like Teach For America and schools of education also increase access to highly qualified teachers, a specific focus of staff recruitment. Although the school will receive significant support in advertising and outreach, staff selection will be the responsibility of the school leader.

Staff Selection

Like the outreach and recruiting process, KANP will benefit tremendously from the experience of KIPP Nashville in its staff recruitment process. With the support of an established protocol that includes preliminary screening by HR staff at the network level, and then interviews and performance tasks by the school leader, KANP will be able to select strong candidates that are an excellent fit for teaching and support staff roles.

The selection process is necessarily 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 (with a persistent growth mindset). The KIPP Framework for Excellent Teaching is a guiding framework that creates the criteria by which the strength of a candidate can be assessed.

More specifically, the selection protocol includes the following multistep application and interview process:

1. Resume and application review (which includes consideration of highly qualified status)
–KIPP Nashville Recruitment Manager
2. Initial phone interview – KIPP Nashville Recruitment Manager
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.

KANP is committed to hiring highly qualified staff and will support those strong candidates that may not fit this requirement in their completion of this requirement during their tenure. All employees of KANP will be required to be fingerprinted and must complete a criminal background check before employment.

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

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 KANP. 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. Because all coaching and evaluation is administered in an ongoing, individualized approach, unsatisfactory performance will not be a surprise at the end of a year; rather, all staff are developed through any unsatisfactory performance throughout the year with intense coaching, weekly check-ins, and a myriad of supports including team teaching, collaborative planning, and individualized professional development.

Despite this approach, should a teacher be deemed unsatisfactory and an inappropriate fit for the school, s/he will be replaced by a better fit. The formalized leadership pipeline and network recruitment staff ensure there are always viable candidates in place to replace an unsatisfactory staff member whenever the need arises. KIPP Nashville is committed to high levels of staff retention to preserve a stable school environment and to this end, invests heavily in staff selection and professional development/coaching to ensure unsatisfactory staff are minimal.

School Leader Recruitment and Selection

Like the teacher model, each school leader is given consistent, ongoing support from the regional school support team through frequent, regular check-ins; frequent reviews of data against specific annual goals; and individualized professional development tailored to the school leader's unique needs. The KIPP Foundation also affords an annual programmatic audit for new schools that brings a third-party evaluator in to the new school to provide critical data on strengths and areas for growth. Should the school leader not prove satisfactory with this rigorous process of selection and support, the KIPP Nashville leadership pipeline will be tapped to internally recruit an excellent candidate whose school leadership skills have been honed in anticipation of filling a school leadership vacancy.

Professional Development

Discuss the extent to which professional development will be conducted internally at the school, by the network, or externally and the extent to which it will be individualized or uniform for each teacher.

Throughout the KIPP Nashville network, professional development is characterized by a data-driven and collaborative approach. All staff are able to leverage the expertise of their colleagues locally and nationally through myriad tools and training designed to afford national best practices to Nashville students. Rather than a one-size-fits-all approach, KIPP Nashville PD is aligned to student performance data to ensure each teacher is accessing training and support that

provides each teacher with what s/he needs to meet and exceed student performance goals. The KIPP Nashville Knowledge Manager is charged with the responsibility of collecting, compiling and reporting data for teacher to ensure that data is accurate and always readily available. KIPP encourage will maintain a scholarly environment that manifests a growth mindset for all with the following PD elements:

- Each year, every teacher will set and achieve individual professional development goals and participate in PD that aligns to those goals.
- Each year, every teacher will have the opportunity to participate in at least one professional conference or other significant professional development opportunity that is aligned with personalized goals from the teacher's professional development plan.

Formal Professional Development

Weekly PD

Weekly, each teacher submits and receives feedback on unit plans, unit assessments, daily aims and weekly assessments in advance of instruction or administration of assessment. The assistant principal assigned to the grade level will meet with the teacher in a one-on-one session to review the prior week's assessment data along with the lesson plans for the upcoming week in order to adjust upcoming instruction to fit the needs of the students, according to data. Formal professional development will also occur in weekly meetings which may be organized by grade-level, content area, small group organized by PD goal, specialty or whole staff during extended days for teachers after students have been released. PD may also be held with other schools in the KIPP Nashville network to encourage the sharing of expertise. Early release or full-day PD days will be held immediately following significant formal assessments and take a more intensive approach to PD including but not limited to: guest professionals to workshop new skills and strategies, teacher-led data analysis, school visits and debriefs, grade-level or content-area collaborative planning, KIPP network trainings by Skype or KIPP Share, review and analysis of videotaped lessons and student work samples, student study teams and strategy planning, etc.

New Teacher Mentors

KANP will also utilize a mentoring program for its new teachers. Newer teachers will be partnered with a more experienced mentor teacher, in addition to the support of the school leader, KIPP Nashville CAO and TFA (or similar certification program). Peer observations and frequent, informal mini-observations from the school leaders and KIPP Nashville CAO ensure that consistent professional growth is part of an ongoing conversation, rather than a punitive evaluation that occurs at the end of the year.

Individualized Professional Development Plans

Each staff member's formal professional development will be informed by his/her Development Plan (DP), which will establish goals for staff through annual PD plans that are individualized for each staff member and school-wide goals. Each staff member will meet with his/her direct supervisor (the appropriate grade-level assistant principal for teachers) at the start of the year to review the prior year's data and evaluation (or information from the hiring packet if the teacher is a new hire) to determine annual goals and PD priorities. Staff members are expected to demonstrate a commitment to constant learning and professional growth and will be coached through the development they require to help the school meet all goals, as well as meet the personalized professional development goals set forth in each teacher's annual plan. Three

subsequent, formal check-ins with the appropriate supervisor will occur throughout the year, in addition to weekly coaching sessions, to guide teachers on a path toward satisfactory professional growth.

Annual PD Opportunities

Each summer, KANP staff members will participate in two weeks of staff training and orientation in advance of the start of summer school. Staff-wide PD will continue in the hours after summer school for the three weeks students meet for abbreviated instructional days before the official start of the school year. During this time, teachers will work together to refine systems and structures and to practice them before students enter the school building. In addition, teachers will receive professional development on building knowledge and skill in foundational teaching tools: formative and summative assessments, curriculum alignment, long-term plans, unit plans, daily lesson plans and mastery tracking systems.

Some teachers will attend regional/national conferences aligned to individualized or school-wide professional development priorities or KIPP's annual nationwide subject area conferences during the summer. All staff will also have access to KIPP Foundation professional development in the summer and throughout the year, such as the annual KIPP Summit or the KIPP Leadership cohorts. These experiences will further allow team members to share and learn best practices, to increase their understanding of KIPP's values and goals, and to successfully implement college preparatory strategies.

Another component of professional development centers around site visits to high-performing schools in the local area, as well as around the country. School leaders and other staff being developed for leadership will participate in school visits as part of the leadership training. When appropriate and possible, virtual tours that include online conversations with faculty and leadership, taped lessons, and other means of sharing best practices will be utilized to facilitate professional growth, in addition to physical school visits.

Informal Professional Development

Through shared planning periods designated for collaborative planning and data analysis, and an evaluation approach that prizes ongoing communication, growth, peer observations and coaching, use of stakeholder data to drive goals, and participation in a national network of excellent educators through the KIPP Foundation trainings and KIPP Share² tools, KANP teachers will constantly be supported to help others grow and grow from others. In addition to scheduled collaborative planning sessions each week, all teachers will participate in peer observations and utilize *KIPP: Share* to practice giving and receiving feedback.

Performance Management

Tennessee law requires annual reports and regular evaluation of the performance of every charter school. These reports and evaluations may be used for decisions to open conditionally approved charters, or to renew, non-renew or revoke existing schools. Measures of schools' academic, financial, and organizational performance may be incorporated into charter agreements. The academic performance standards may consider status, growth and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The

² KIPP: Share, is a web-based sharing platform powered by Better Lesson. Each KIPP teacher will be a member of several networks, including KIPP, his/her region, school, and learning community (such as middle school science or high school English). Teachers can find and share curriculum materials, explore popular classroom resources, and even view videos of other KIPP teachers demonstrating best practices in their classrooms.

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organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance. Applicants may propose to supplement the chartering authority's performance standards with mission-specific academic or organizational goals.

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

KANP is guided by the MNPS School Performance Frameworks, and as such, will use the assessments outlined below (along with annual data from staff and parents surveys, attendance, subgroup analysis, etc.) to earn a rating of Satisfactory or higher according to the Frameworks.

- 3. 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.*

One of the five KIPP pillars is a focus on results, and to that end, KANP, like all KIPP Nashville schools, will rely on frequent analysis of authentic, reliable data to evaluate academic progress. Each school establishes annual goals around academic and organizational outputs, which are tracked through the regional dashboard managed by the KIPP Ashville Knowledge Manager (whose primary objective is to make data readily available and usable for all members of the organization). At the regional level, the KIPP Nashville ED works closely with each school leader in monthly check-ins to review school level data to determine necessary action and progress toward goals. These goals trickle down to the individualized plans for each staff member, engendering individual accountability across the organization for all goals. Because data is tracked in a regional dashboard, this data can be retrieved by student, class, cohort, teacher, or school to determine necessary action in alignment with goals. A teacher check-in may reveal a gap that is then addressed through one-on-one coaching with the assistant principal; a school-wide gap by subgroup may be addressed by the school leader in cooperation with the CAO. The table below outlines the various assessment measures used throughout the year to guide coaching and support for teachers and students.

Grade Levels/ Content Areas	Assessment	Frequency
K-1, ELA and math	NWEA MAP for Primary Grades	Fall, Spring
2-4, ELA and math	NWEA MAP	Fall, Winter, Spring
K-4, ELA, math, science, and social studies	KIPP Nashville-created quarterly benchmarks (aligned to Common Core and state standards, aligned across network to regional scope and sequence)	Once every 9 weeks
3-4, science, and social studies	TCAP	Once annually
3-4 ELA and math	PARCC	Once annually
K-3, reading	STEP	Ongoing
K-4, all subject areas	Daily exit tickets, performance assessment, unit tests, and other teacher-created assessment measures	Ongoing
K-4, all subject areas	Classroom observations by peers and managers	Ongoing

Annual school reviews and analysis of the school report card by the executive director and KIPP Foundation ensure timely, formal review of the school's progress toward its goals.

4. 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.

The process of evaluating and using data, as outlined above, is in place to proactively prevent underperformance. Because data is reliable, readily available, and frequently used as part of formal processes for planning across all levels of the organization, underperformance cannot just surprise the entity after a spring assessment. However, should any individual student fail to meet or exceed progress goals, intervention through the RTI process will be administered as soon as data demonstrates a student may not be on-track. Should a subgroup, cohort, or classroom not meet the rigorous goals outlined herein, the school leader will work with the regional school support team to administer interventions on a larger scale, which may include but is not limited to teacher professional development/coaching, teacher replacement, adjustments to curriculum and/or instructional strategies, and additional allocation of flexible grouping time. KIPP Nashville has the resources and expertise to make the appropriate adjustments to attain success for each school as needed and is positioned to provide intensive support to any school sites that require it.

5. 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.

Should the network, as a whole, fall short of its goals, the KIPP Foundation would support the region in revising its staffing and/or structure to address the challenges preventing success. Unlike a network of schools without national support, KIPP Nashville must successfully implement the five pillars and meet goals to be a part of the KIPP network. In the infrequent instances regional networks have been unsuccessful, measures to improve outcomes from the replacement of an executive director to increased support and training for all staff have been implemented by the KIPP Foundation. KIPP Nashville will not continue to grow without its portfolio of schools making meaningful progress toward meeting and exceeding growth goals for the schools currently in operation.

Section 3. Financial Plan and Capacity

Financial Plan

Tennessee law requires individual school level financial budgeting, reporting, and annual audits. Each school's finances must thus be transparent and distinct from the network level. To assess the applicant's capacity to operate multiple schools, chartering authorities review network level financial details as well.

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.

Accounting, Purchasing, and Payroll

KANP utilize the same rigorous internal control policies as outlined in the KNCPE charter. These fiscal policies and procedures include the oversight of accounting by the KIPP Nashville Director of Finance, accounting and bookkeeping by a third-party vendor, and detailed purchasing and distribution responsibilities around payroll, accounting, and purchasing. See Attachment 15 for details regarding these systems, in place throughout KIPP Nashville.

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

Audits

In addition to the rigorous fiscal controls outlined in Attachment 15, both the school and regional office have budgeted for an annual independent fiscal audit that take place at the close of each fiscal year. This audit will be conducted by an approved CPA to ensure sound fiscal practices and compliance with all applicable regulations.

*3. Provide, as **Attachment 4**, detailed budgets for the operator at the network level AND for EACH proposed school. You may reference school-level budgets provided in the original application, as appropriate. Applicants must provide a network-level budget (no template is provided).*

*4. Present, as **Attachment 5**, a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs.*

See Attachment 4 for the complete budget workbook and Attachment 5 for the accompanying narrative.

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

KIPP Nashville will provide private funds that will offset costs to operate KANP. Through the support of the regional school support team's development staff and the board of KIPP Nashville, private funds raised will increase liquid assets and will provide greater resources for the students' learning experience. At present, KIPP Nashville employs a director of development and a development associate who are dedicated to seeking and obtaining funds from private and public sources, including grants. KIPP Nashville has increased its annual fundraising over the past five years by more than \$100,000 annually to \$1M raised in FY 2013. More, last year KIPP Nashville secured a \$2M investment in regional growth over the next five years from Charter School growth Fund. The development team initiatives vary from events like the annual

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fundraising breakfast and grantwriting to the board's pledge to identify and cultivate high potential private donors, corporations and foundations to add to the portfolio of friends annually.

In addition, new KIPP charter schools receive money from both the Walton Foundation and from the Federal Charter School Program grant (through the KIPP Foundation) to offset implementation and planning year expenses. In order to maintain a conservative fiscal model, neither of these revenue sources have been included in the basic budget. Like all other new schools in the KIPP network, KANP will receive up to \$60,000 over two years from the Walton Foundation and \$450,000 over three years for the Charter School Planning Grant. In addition, KIPP Nashville has secured a credit line from Pinnacle Financial Partners for \$350,000 per school, which KANP will also have access to. The investment in growth from Charter School Growth Fund bridges the gap to grow the school support team until it is sustainable on public funding alone, ensuring KANP and all KIPP Nashville schools have the support they need to exceed goals from inception. Based on the current regional growth model, KIPP Nashville has already staffed the development component of the school support team to scale.

Section 4. Portfolio Review/Performance Record

Chartering authorities will base approval decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization. **This section does not require applicants to provide academic performance data for schools operated by the organization. Reviewing performance data is a critical part of chartering authorities' due diligence and evaluation process, and chartering authorities will tailor this review to the scale and scope of each organization's portfolio. Applicants should expect a supplemental request for information tailored to the history and structure of the applicant organization.**

1. Using the Portfolio Summary Template, provide, as **Attachment 6**, a detailed summary of all of the schools in the operator's portfolio.

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. Include student achievement status, growth, absolute, and comparative academic results, as available.
- 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 Nashville currently has four schools approved and two in operation (KAN and KNCP). Because KNCP is in its first year, the only data available to date is for KAN. KAN has demonstrated superior outcomes since its founding, leading comparable middle schools state-wide in reading and math TVAAS scores and consistently outperforming the district on the TCAP. In 2012 KAN again drove amazing student results. As measured by the TVAAS, in 2012 KAN led all MNPS middle schools for composite growth. Further, on the state's high school Algebra 1 test, KAN 8th graders outperformed open enrollment 9th graders from Davidson, Robertson, Cheatham, Wilson, Sumner, and Williamson Counties. These results highlight the fact that KIPP Nashville has demonstrated the ability to improve while scaling. This success is largely attributed to the experience of the KIPP network that is reflected in the school model, and the capacity and expertise of the school support team that enables the school site to focus on teaching and learning. From robust access to data (and the tools to use it effectively) to school leader training and coaching, the KIPP Nashville school support team has provided invaluable oversight, support, and accountability for the portfolio of schools that it will continue to leverage as it grows.

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. Include student status, growth, absolute, and comparative academic results, as available.
- 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?

As explained above, the only data available at present is for KAN; KNCP opened this year. Although KAN enjoyed immediate success, KIPP Nashville has been intentionally slow and thoughtful about its growth to ensure any school opened with the regional network's support is successful. In fact, despite a successful petition to MNPS for a charter high school to open in 2012, KIPP Nashville deferred opening the school until 2014 to ensure the funding, facilities,

staffing, education program and student base would be ready for KIPP Nashville's first class of high school students.

The most significant challenge for KIPP Nashville, beyond ensuring appropriate facilities and funding before opening, has been filling the academic gaps with which incoming 5th graders enroll and ensuring the target population has first access to KIPP schools. To address these risks, KANP is planned as a restart to target the most-high needs students and as an elementary to feed KIPP Nashville middle schools by providing high-quality programming earlier in each student's educational career.

*4. For all schools operating under another authorizer in the state of Tennessee, provide as **Attachment 7**, the most recent performance/evaluation/renewal reports produced by the authorizer(s) (or by a third-party evaluator, if applicable).*

Not applicable.

- a) *For all schools operating in the state of Tennessee, provide the following in **Attachment 8** (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.*
- b) *For the organization as a whole and any related business entities, provide the following as **Attachment 9**: (a) the most recent audited financial statements and management letters; and (b) the most recent internal financial statements, including balance sheets and income statements. Be sure that the ESP/CMO level and the overall operations are distinctly represented.*

See Attachments 8 for the prior two years' audited financial statements. Please note that because only one school was in operation prior to 2013, the network and school financials are the same. See attachment 9 for the most recent internal financial statements for each school in operation and the network as a whole.

- c) *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."*
- d) *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.*
- e) *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.*
- f) *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 10** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

Not applicable; to date neither KIPP Nashville nor any of its schools have been terminated, withdrawn, found in violation of compliance, nor the subject of any litigation or arbitration.