

Charter Renewal Process

Summary Information

KIPP Academy Nashville October 1, 2011

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KIPP Nashville
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Work hard. Be nice. Be honest.

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Section 1: Evidence that students are making academic progress – test scores, growth measures, benchmark assessments, comparative data with other MNPS schools

- 2010 (most recent) State Report Card TVAAS Results
- 2011 TVAAS Results Comparisons
- 2011 TCAP Results (Attached)
- SAT-10 Results (2009, 2010, 2011) (Attached)

2010 State Report Card TCAP & TVAAS Data:

(3 Year Average)	2009		2010	
CRT	Status	Mean Gain	Status	Mean Gain
Math	A	2.6	B	0.6
Reading/Language	B	1.1	C	0
Social Studies	B	1.3	A	2.9
Science	B	1.3	B	1.7

2011 TVAAS Data:

CRT	Growth Standard	Mean Gain (3 Year)
Math	6.6	3.3
Reading/Language	4.3	1.5
Social Studies	0.7	1.7
Science	0.6	-0.6

2010-11 Academic Growth of KIPP Academy Nashville (KAN) Students As Compared to Schools with Similar Student Demographics (w/SSD)*

Metro Nashville Public Middle Schools (18 w/SSD)			Public Middle Schools in Tennessee (62 w/SSD)	
Subject	KAN Rank		Subject	KAN Rank
Reading	#1		Reading	#1
Math	#3		Math	#7
Science	#7		Science	#20
Social Studies	#2		Social Studies	#15

*Per the Tennessee Value-Added Assessment System (TVAAS), and schools with a student demographic of 80% federal free- or reduced-priced meals. TVAAS is a statistical analysis of achievement data measuring how much students have grown in each academic year. Each student is compared to his/her own performance, eliminating the impact of demographic variables such as economic status or racial/ethnic group.

Section 2: Progress on goals, objectives and standards outlined in the original charter, and/or amended goals and objectives based on performance data

- 2009 Goals
- 2010 Goals

2009-10 Goals

Goal 1: We will use a common lesson plan format.

Perspective: A common lesson plan format will create clear expectations for teachers and a consistent learning environment for kids.

Objectives	Measures	Targets	Milestone 1 Year (DATE)	Reporting / Accountability
1. Teachers will use a common lesson plan format to prepare for the components of their lessons.	1.a. Classroom Observations 1.b. Lesson plan reviews	1.a. At the end of each quarter the percentage of lessons exhibiting the components of the common lesson plan will increase from a Summer School baseline. 1.b. At the end of each quarter the percentage of lesson plans including the components of the common lesson plan will increase from a Summer School baseline.	1. By the end of the year 50% of teachers will consistently create lesson plans.	1. Monthly report by AAP to Leadership Team.
2. Teachers will reflect on the efficacy of the common lesson plan format.	2. Teacher survey	2.a. At the end of each quarter teachers grow more comfortable with lesson planning. 2.b. At the end of each quarter teachers feel that lesson planning positively impacts learning.	2. By the end of the year 50% of teachers will value lesson planning.	2. AAP collects survey data quarterly and shares with Leadership Team.

Goal #2: We will plan varied instruction tied to standards.

Perspective: Our students enter KIPP Academy Nashville sometimes on grade level and sometimes 5 years below grade level, so we need to vary instruction in order to meet their needs.

Objectives	Measures	Targets	Milestone 1 Year (DATE)	Reporting / Accountability
1. Teachers will use a variety of instructional strategies from <u>The Skillful Teacher</u> , chapters 10, 11, and 18.	1.a. Classroom Observations 1.b. Teacher Surveys	1.a. At the end of each quarter the percentage of classrooms exhibiting methods other than direct instruction will increase from a Summer School baseline.	1. At the end of one year, 50%	1. Monthly report by AAP to Leadership Team.

		1.b. Each quarter the comfort level with varying instruction, as measured by a survey, rises for 90% of teachers.	of teachers will use a variety of instructional strategies	2. AAP distributes teacher surveys at the end of each quarter.
2. The Leadership Team will develop a broader knowledge base of instructional methods.	2.a. Books read 2.b. Meeting agendas	2.a. The Leadership Team will read one book each semester that identifies instructional strategies. 2.b. Readings will be on the agenda at least 50% of the agendas.	2. 100%	2. AAP is responsible for choosing & getting books and assigning readings.

Goal #3: We will develop curriculum maps for Math and Language Arts.

Perspective: To move our students forward 6-8 years in 4 years time, and to provide our students with the *Advanced* scores they need to get into the best high schools, we must have a targeted curriculum that is vertically aligned, and it must be tied to state standards.

Objectives	Measures	Targets	Milestone (1 year)	Reporting / Accountability
<ul style="list-style-type: none"> • Write Math/ELA curriculum for each grade level that has a common format • The curricula will have grade-to-grade articulation • The curricula will be tied to state standards 	The curriculum documents	<ul style="list-style-type: none"> • 5/10 will have a plan using the common format • 5/10 will have all state standards placed into units using the common format • Standards covered in a previous year will be indicated on 50% of plans submitted 	At the end of the year, we will have a complete curriculum for all grades for Math and ELA	<ul style="list-style-type: none"> • Herman will report progress to Randy and Leadership Team at beginning of summer school and before the start of fall semester and at the end of the second semester

2010-11 Goals

Goal 1: KIPPsters will set TCAP performance goals and will track their progress toward those goals.

Perspective: To achieve our strand goal, that by May 2013, 100% of 8th grade KIPPsters are viable candidates for college-prep high schools, we must set and achieve aggressive TCAP pass rates. As a first step toward this strand goal, we will strive to have 100% of students participate in the learning process 100% of the time.

Objectives	Measures	Targets	Milestone 1 Year (DATE)	Reporting / Accountability																														
1. KAN teachers will measure progress toward TCAP mastery through a variety of summative assessments.	1. Think Link testing (three times/year) 2. KAN quarterly assessments in Math classes	1. At the end of each quarter the percentage of KIPPsters scoring proficient/advanced on quarterly math exams hits the following targets: <table border="1" data-bbox="865 667 1348 873"> <thead> <tr> <th>P</th> <th>A</th> <th>1st Q.</th> <th>2nd Q.</th> <th>3rd Q.</th> <th>4th Q.</th> </tr> </thead> <tbody> <tr> <td>5th</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>6th</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>7th</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>8th</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> 3. At each Think Link administration the percent of students making average or above average growth is 90% or higher in all content areas.	P	A	1 st Q.	2 nd Q.	3 rd Q.	4 th Q.	5 th						6 th						7 th						8 th						___% of KIPPsters will pass the TCAP and - ___% of KIPPsters will score advanced on the TCAP.	1. Content team leaders will monitor progress during meetings or through another avenue. 2. Content team leaders will report to DOA 3. Quarterly sharing of data during Leadership Team meetings
P	A	1 st Q.	2 nd Q.	3 rd Q.	4 th Q.																													
5 th																																		
6 th																																		
7 th																																		
8 th																																		
2. KAN teachers will use data to help KIPPsters and their parents set and achieve appropriate growth goals.	1. KAN data binders (housed in math classes) 2. KAN teacher rubric	1. At the end of each quarter, the number of students projected to pass the TCAP grows. 2. 90% of teachers will score advanced/ proficient or exemplary on the “tracks and analyzes summative data” section of the KAN teacher rubric	All KIPP teachers will share data binders with parents during the first parent-teacher conferences (Nov 2).	1. Instructional Leaders will audit KAN data binders on a quarterly basis (following Think Link, Quarterly math assessments, and Running Records assessments). 2. Use of KAN teacher rubric during monthly teacher meetings																														

		3. Students can articulate goals they are setting in their classes		
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Goal 2: A structure exists to support students who are struggling academically.				
Perspective: To achieve our strand goal, that by May 2013, KIPP Nashville will have the necessary systems and policies in place to support the aggressive academic goals of our schools, we need to create structures to support struggling KIPPsters.				
Objectives	Measures	Targets	Milestones	Accountability Structure
1. All KIPPsters will gain fundamental organizational skills needed to monitor their academic progress	1. All KIPPsters will learn to habitually use an agenda book to track their assignments	1. 100% of KIPPsters will write down their homework assignments for each class everyday in their agenda books.	Measured daily in homeroom and tracked on paychecks	1. Homeroom teachers will check to see that agenda books are being filled and brought to school. KAN will purchase agenda books for every student and purchase additional agenda books for those lost throughout the year. KIPPsters will earn agenda books.
	2. Print PowerSchool detailed progress reports every two weeks	2a. 100% of KAN classroom teachers will produce bimonthly detailed progress reports for each student 2b. 100% of KAN classroom teachers will enter four new grades per student every two weeks.	Measured twice a month Measured twice a month	2. Classroom teachers responsible for providing math teachers with copies of bimonthly progress reports

				<p>3. Submission of progress reports to be tracked by Grade Level Chair</p> <p>4. Submission of progress reports to be tracked by Grade Level Chair</p>
<p>2. All KIPPsters will read at or above grade level by the end of 6th grade. KIPPsters will track this information.</p>	<p>1. Teachers' College running records</p>	<p>1. KIPPsters who enter KIPP reading at or below grade level should each make 2+ years of reading growth each calendar year (until they are above grade level) during 5th grade and 6th grade or until at/above grade level</p> <p>2. By the end of 6th grade, all KIPPsters will read at or above grade level</p>	<p>Measured quarterly</p>	<p>1. SPED Leader, guided reading teachers, and select ELA staff run quarterly running records assessments at 5th & 6th and for below-grade-level KIPPsters in 7th & 8th.</p>
<p>3. All KIPPsters with IEPs will receive instruction linked to their IEP goals</p>	<p>1. IEP Binders</p>	<p>1. KIPPsters with IEPs will master 100% of their IEP goals with 80% mastery.</p>	<p>Measured at the end of each quarter</p>	<p>1. SPED teachers will measure student progress toward completion of IEP goals and will report progress to grade levels monthly.</p>

Goal 3: KIPP Academy Nashville Team & Family will describe KIPP Academy Nashville as having a culture of earning.

Perspective: By June 2013, all KIPPsters will have been exposed to and had opportunities to practice and

develop a solid personal character while enrolled in KIPP Nashville programs. To accomplish this strand goal, the KIPPsters must learn that success is a function of hard work, and it is something that can be earned.

Objectives	Measures	Targets	Milestone 1 Year (DATE)	Reporting / Accountability
<p>1. Paychecks will help KAN students and parents recognize the connection between working hard / being nice and earning privileges</p>	<p>1. Survey ALL KIPPsters each quarter about how their behaviors impact earning field lesson/activity</p> <p>2. Measure the number of KIPPsters at each grade level with a \$___average each month</p> <p>3. Compare the number of students who earn a trip/event with the number of students who earn the next trip/event at that grade level</p>	<p>1. 75% of KIPPsters who do not earn a field lesson can articulate the connection between their actions and earning privileges</p> <p>2. The number of KIPPsters at each grade level with a \$___-monthly average increases each month</p> <p>3. The number of KIPPsters at each grade level who earns a quarterly trip/event increases with each successive event</p>	<p>1. Quarterly</p> <p>2. Monthly</p> <p>3. Quarterly</p>	<p>1. Homeroom teachers report paycheck data to Grade Level Leader and administer surveys</p> <p>2. Grade-level leader displays data publicly and reports to Dean of Students quarterly</p>
<p>2. KIPP teachers and staff will use paychecks to empower students and to invest them in KAN's values, mission, and culture of earning.</p>	<p>1. Teacher rubric (row M-1; Management & Culture / Paycheck participation)</p>	<p>1. 100% of teachers are proficient or beyond</p>	<p>1. Peer evaluations in October and March (by grade-level teams)</p> <p>2. Self assessments in October and March</p>	<p>1. Grade Level Leaders report to Dean of Students</p>

Goal 4: KIPP Academy Nashville will have, and enforce, clear and concise expectations in the teacher and staff community.

Perspective: A common understanding of what makes an aim worthy will clarify expectations for teachers and create a more rigorous learning environment for KIPPsters. By June 2013, KIPP Nashville will have the necessary systems and policies in place to support the aggressive academic goals of our schools.

Objectives	Measures	Targets	Milestone 1 Year (DATE)	Reporting / Accountability
<p>1. KAN teachers and instructional leaders will use the teacher rubric to benchmark teacher performance and development</p>	<p>1. KAN teacher rubric</p>	<p>1. All KAN teachers receive the following rubric-based feedbacks: -a self-assessment at the beginning of the year, October, and March</p> <p>-Formal evaluation: Summer, October, and March</p> <p>-Peer evaluation feedback (Grade Level Peer: Q1 & Q3; Content Peer: Q2 & Q4)</p> <p>-Instructional coach observations once/month (once/year SL will do this observation with the coach)</p> <p>-Informal School Leader evaluation twice/month</p>	<p>4 rubric-based observations per semester</p>	<p>1. Instructional Coaches, Grade-Level leader</p>
<p>2. KAN teachers will progress toward exemplary in targeted areas of the KAN teacher rubric</p>	<p>1. KAN teacher rubric</p> <p>2. Mid-year & end-of-year evaluations</p>	<p>1. KAN teachers will have an average score of proficient on the Instructional and Curriculum & Planning sections of the rubric</p> <p>2. 85% of KAN teachers will be Proficient or above on row C3 of the Curriculum & Planning section of the rubric</p>	<p>1. End-of-semester evaluations</p>	<p>1. Instructional Coaches, Grade-Level leader</p>

<p>3. KAN Leadership Team members, content leaders, and grade-level leaders can clearly articulate their roles and responsibilities</p>	<p>1. Written roles & responsibilities documents exist and are stored on the s-drive</p> <p>2. Leadership Survey (end of Q1 and end of Jan)</p> <p>3. Agendas for LT, grade-level, and content meetings</p>	<p>1. 90% of leaders (LT, GL, CTL) on campus will self-report that they clearly understand their own roles and responsibilities</p> <p>2. 90% of leaders (LT, GL, CTL) on campus can clearly identify their roles within the school-wide accountability structure</p>	<p>Two surveys during the course of the year</p>	<p>Instructional Leaders, School Leader, and Leadership Team</p>
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Section 3: Plans for the future – goals, objectives, financial projections and student data projections with measurable outcomes

- 2011 Goals
- 2011-12 Budget (Attached)

Greatness Starts With Standards and Expectations – Lou Holtz

Strategic Imperative	Strategic Goals	Performance Goal	Measurement	Owner
1. We are serving the children who need us.	KIPP schools are the most sought-out schools of choice in our community.	<ul style="list-style-type: none"> Number of lottery applications for KIPP Nashville exceeds available seats Waitlist on day of 2012-13 lottery is greater or equal to 50% of # of accepted students Waitlist on first day of fall semester is greater or equal to 50% of # of accepted students 	<ul style="list-style-type: none"> # of lottery applications Size of waiting list Student retention 	<ul style="list-style-type: none"> LM
		<ul style="list-style-type: none"> Annual attrition (September 15 – September 14) of 12% or less Attendance of 98% or more 85% of parents satisfied or very satisfied with KIPP on HSR survey 	<ul style="list-style-type: none"> Student attrition rate Attendance reports EOQ surveys HSR survey Attendance at parent events/meetings Attendance at conference nights 	<ul style="list-style-type: none"> LM (GTL)
3. Our students are progressing and achieving strong academic and character growth.	KIPP Nashville students are on the path toward TCAP proficiency.	<ul style="list-style-type: none"> Meet AYP in all subjects (35% passing math and 45% passing reading) Meet AYP in all demographic groups 	<ul style="list-style-type: none"> TCAP scores 	<ul style="list-style-type: none"> LM
	KIPP Nashville students become strong readers & writers	<ul style="list-style-type: none"> 80% passing 5th graders score a 4 or higher on writing assessment 98% of 8th graders score a 4 or higher on writing assessment 80% of 6th graders are reading on grade level by the end of 6th grade 80% of students show at least 1.5 years of reading growth on running record assessment 	<ul style="list-style-type: none"> Writing assessment scores Running record results MAP results 	<ul style="list-style-type: none"> LM
	KIPP Nashville students command the tools of respect	<ul style="list-style-type: none"> KIPPsters average an 8 on respect each week 	<ul style="list-style-type: none"> Paycheck data HSR survey results 	<ul style="list-style-type: none"> LM
	KIPP Nashville special education students demonstrate academic growth in reading and math.	<ul style="list-style-type: none"> All SPED student IEP goals will align with grade-level curriculum maps. 25% of SPED students will score proficient or advanced on TCAP reading and math tests 	<ul style="list-style-type: none"> IEP files TCAP reading & math tests 	<ul style="list-style-type: none"> LM

<p>4. Our alumni are climbing the mountain to and through college.</p>	<p>KIPP Nashville students and alumni demonstrate college readiness.</p>	<ul style="list-style-type: none"> • 50% of exiting 8th graders will score 50th percentile in math on the MAP • 50% of exiting 8th graders will score 50th percentile in reading on the MAP • Develop 6 year KTC strategic plan • 100% of 11th grade families have a college transitions meeting w/ KTC staff member • 75% of 11th graders take ACT • 90% of 11th graders will improve GPA from the previous year • 80% of alumni will graduate with a 3.0 average • 85% of 9th graders are enrolled in college-prep high schools • Use Explore Test results to goal set toward (get from Adrianna) 	<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"> • LM • JHill
<p>5. We are building a sustainable people model.</p>	<p>KIPP Nashville employees strongly believe in our mission and values</p>	<ul style="list-style-type: none"> • 100% agree or strongly agree that “my school’s mission is important to me” 	<ul style="list-style-type: none"> • Quarterly Q12 and HSR surveys 	<ul style="list-style-type: none"> • LM
	<p>KIPP Nashville employees understand and uphold expectations</p>	<ul style="list-style-type: none"> • 100% of teachers will receive formal feedback within the Performance Management framework 	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • JHill
	<p>KIPP Nashville recruits and retains highly effective teachers.</p>	<ul style="list-style-type: none"> • Teacher retention rate of 75% • Non-teaching school staff retention rate of 80% • Operations staff retention rate of 80% 	<ul style="list-style-type: none"> • Teacher retention rate • Staff retention rate • HSR survey • Q12 survey – retention question • O3s 	<ul style="list-style-type: none"> • LM • RT • LM • LM
	<p>KIPP Nashville employees develop personally and professionally while on the KIPP team.</p>	<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 	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • JHill
	<p>KIPP Nashville has a deep leadership bench.</p>	<ul style="list-style-type: none"> • At least 10% of teachers are enrolled in KSLP Leadership Pathways program each year • 70% of leadership positions are filled by internal candidates 	<ul style="list-style-type: none"> • Employee evaluation reports • Hiring reports • Leadership portfolio 	<ul style="list-style-type: none"> • JHill
	<p>KIPP has the leadership talent needed to launch two KIPP</p>	<ul style="list-style-type: none"> • Prepare Miles Fellows for School Leadership • Sponsor two Fisher Fellow candidates by 2nd deadline 	<ul style="list-style-type: none"> • Miles check-in calls 	<ul style="list-style-type: none"> • LM / RD • JHill

	schools in 2013.			
6. We are building a sustainable financial and operational model.	KIPP Nashville meets financial targets that support regional growth and sustainability.	<ul style="list-style-type: none"> Actual to budget variances on school based expenses are <5% of annual operating budget Maintain a cash reserve of 3 months operating expenses across region Operational deficit <23% of overall network expense KIPP Nashville meets annual fundraising targets Updated fiscal policy document 	<ul style="list-style-type: none"> Finance reporting package Fundraising reports 	<ul style="list-style-type: none"> TB TB RT RSVP RT
	KIPP Nashville operates efficiently and is compliant with local, state, federal, and grant regulations.	<ul style="list-style-type: none"> Unqualified audit 100% current on all MNPS and State reporting HSR grade of 4.86 (2011 network max) on “my school is clean” 90% of staff satisfied or very satisfied with operational support 100% grant compliance 	<ul style="list-style-type: none"> Audit letter HSR survey Q12 survey 	<ul style="list-style-type: none"> RT TB RT RT RSVP
	The KIPP Nashville board is strong and effective.	<ul style="list-style-type: none"> Add three board members with \$50k giving potential Board bylaws will reflect KIPP Nashville mission and values All board members will know their progress toward annual \$15k give or get target Each board member will tour the school at least once per year Every board member internalizes expectations, mission, and values Every board member pursues board goals 	<ul style="list-style-type: none"> Completed onboarding process Feedback prior to each board meeting Feedback at each board meeting 	<ul style="list-style-type: none"> RD RD RSVP RD RD RD

Section 4: Current operating board members with contact information, by-laws and written policies

- Board contact information
- By-laws
- Finance Committee Policies

KIPP Nashville 2011-2012 Board of Directors

Will Edwards Settle, Board Chair

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KIPP ACADEMY NASHVILLE

BYLAWS

ARTICLE I. STRUCTURE

Section 1.1 Structure. KIPP Academy Nashville (the "Corporation") is a nonprofit corporation organized - under the laws of the State of Tennessee, which does not have members within the meaning of the Tennessee Nonprofit Corporation Act, TCA TITLE 48, CHAPTER 51, § 101 (the "Act"). The Articles of Incorporation of the Corporation (as amended from time to time, the "Articles of Incorporation") were filed in the office of the Secretary of State of the State of Tennessee on October 22, 2003.

Section 1.2 Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, but without limitation thereon: (a) to implement and operate one or more public charter or contract schools in the State of Tennessee; (b) to exercise all rights and powers conferred by the laws of the State of Tennessee upon non-profit corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest and reinvest the School Leader and/or income therefrom or distribute the same for the above purposes; and (c) to engage in any other activity that is incidental to, connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501(c)(3) of the Code, provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of Tennessee.

ARTICLE II. OFFICES

Section 2.1 School Leader Place of Business. The School Leader place of business and mailing address of the Corporation shall be located at 123 Douglas Avenue, Nashville, TN. The Corporation may have such other offices, either within or without the State of Tennessee, as the Board of Directors may determine or as the affairs of the Corporation may require from time to time.

Section 2.2 Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of Tennessee a registered office and a registered agent whose office is the Corporation's registered office, as required by the Act. The registered office may but need not be identical with the School Leader office of the Corporation in the State of Tennessee, and the address of the registered office may be changed from time to time by the Board of Directors in accordance with applicable law.

**ARTICLE III.
BOARD OF DIRECTORS**

Section 3.1 Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Directors, and all corporate powers shall be vested in and exercised by the Board, except as otherwise provided by law, the Articles of Incorporation or these Bylaws.

Section 3.2 Number. The number of Directors constituting the initial Board of Directors is five (5). Thereafter the number of Directors may be increased or decreased from time to time by resolution of the Board of Directors, provided that no decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director and provided further that the number of Directors with voting rights shall never be less than three (3).

Section 3.3 Election and Term of Office. The initial Directors shall serve until the first annual meeting of the Board of Directors. Thereafter, Directors shall be elected by a majority vote of the Directors then in office. Not more than 49 percent of the persons serving on the Board shall be paid employees or officers of the Corporation or the brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law or father-in-law of any such persons. Directors shall hold office for a term of three years or until their earlier death, resignation or removal. A Director is eligible for a second three year term upon a majority vote of the Directors then in office. Except for the Directors at the time of the school's opening, a Director is limited to two consecutive three year terms. A Director who serves two consecutive terms is eligible for re-election to the Board two years from the completion of his or her second term.

Section 3.4 Removal. Any or all of the Directors may be removed with or without cause by a majority vote of the entire Board at any special meeting of the Board called for that purpose.

Section 3.5 Resignation. Any Director may resign at any time by delivering written notice of his or her resignation to the Secretary or Chair of the Corporation. Such resignation shall become effective upon receipt thereof by the Secretary or Chair but the acceptance of such resignation shall not be necessary to make it effective. No Director may resign where the Corporation would be left without a duly-elected Director.

Section 3.6 Vacancies. Any newly created directorships and any vacancies of the Board of Directors, arising at any time and from any cause, may be filled at any meeting of the Board of Directors by a majority of the Directors. However, if the number of Directors then in office is less than a quorum, the vacancies shall be filled by (a) the affirmative vote of a majority of the Directors then in office at a meeting held pursuant to notice or waiver of notice complying with Section 3.8 or (b) a sole remaining Director. A Director so elected shall serve until the next annual meeting and until his or her successor is elected and qualified.

Section 3.7 Meetings. The Board of Directors and the Corporation are subject to Tennessee's open Meeting laws, TCA TITLE 8, CHAPTER 44, § 102 et seq., and all meetings of the Board of Directors shall be held at the time and place provided in the notice prepared in compliance with the open meeting laws. The annual meeting of the Board shall be held in the month of July in each year, at a date, time and place fixed by the Board, for the election of officers and Directors and for the transaction of such business as may properly come before the meeting. Regular meetings of the Directors may be held at such time and place as shall from time to time be determined by the Board. Special meetings may be called at any time by the Chair, Vice Chair, Secretary or any two (2) Directors. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than 24 hours, notice of an adjournment to another time or place shall be given prior to the time of the adjourned meeting to the directors who were not present at the time of the adjournment.

Section 3.8 Notice of Meetings. In addition to the notice requirements pursuant to Tennessee's open meeting laws, notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken shall be given to each Director by first-class mail, at least four (4) days before the meeting is held, or personal delivery, facsimile, electronic mail, at

least 48 hours before the day on which the meeting is to be held. Notice of a meeting need not be given to any Director who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her.

Section 3.9 Quorum and Voting. Except as otherwise provided by law, a majority of the entire Board, shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by law or these Bylaws, the vote of a majority of the Board of Directors present at the time of a vote, if a quorum is present, at such time shall be the act of the Board.

Section 3.10 Action by the Board. To the extent permitted by law, any one or more members of the Board or any committee thereof may participate in a meeting of the Board or committee by means of a conference telephone or similar communication equipment allowing all persons participating in the meeting to hear each other at the same time, provided such meeting and notice thereof comply with the open meeting laws. Participation in a meeting by such means shall constitute presence in person at the meeting only if the Director is recognized for purposes of a quorum under law.

Section 3.11 Committees. The Board of Directors, by resolution adopted by a majority of the entire Board, may designate from among its members an executive committee and other standing committees, each consisting of two (2) or more Directors. The Board may designate one or more Directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. The Chair shall appoint the chairperson of each committee. To the extent permitted by law, any one or more members of such committee may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with Tennessee's open meeting laws. Participation in a meeting by such means shall constitute presence in person at the meeting and have voting authority only if the Director is recognized as present with authority to vote under law. Committee members shall maintain records of any binding actions taken at each meeting and shall file copies of the records with the corporate records. Such committees shall have all the powers delegated by the Board as outlined in the Committee Charter except that no committee shall have the power (a) to fill the vacancies on the Board or in any committee which has the authority of the Board; (b) to fix the compensation of the Directors for serving on the Board or any committee; (c) to amend or repeal the Bylaws or adopt new Bylaws; (d) to amend or repeal any resolution of the Board which by its express terms is not so amendable or repealable; (e) to appoint committees of the Board or the members thereof; (f) to expend corporate funds to support a nominee for Director after there are more people nominated for Director than can be elected; (g) to approve of any conflict of interest transaction as defined under Chapter 58 of the Act; (h) or to exercise other powers specifically denied the committee by resolution of the Board of Directors or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Directors.

Section 3.12 Compensation. Persons serving as Directors or members of a committee shall not receive any salary or compensation for their services as Directors or committee members; provided, however, that Directors or committee members shall be entitled to reimbursement for reasonable expenses incurred by them in carrying out their duties as Directors.

ARTICLE IV. OFFICERS OF THE BOARD OF DIRECTORS

Section 4.1 Number. The officers of the Corporation shall be a Chair, Secretary and Treasurer, and such other officers, if any, as the Board of Directors may from time to time appoint. Any two (2) or more offices may be held by the same person, except neither the Secretary nor the Treasurer may serve concurrently as the Chair or chairman of the Board. Further, no individual may act in more than one capacity where action of two or more officers is required.

Section 4.2 Election and Term. All officers of the Board shall be elected by the Directors at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Section 4.3 Resignation and Removal. An officer may resign by giving written notice of his or her resignation to the Chair or Secretary. Any officer may be removed, with or without cause, by a majority vote of the Board of Directors. A vacancy in any office shall be filled for the unexpired term by a majority vote of the Board.

Section 4.4 Employees and Other Agents. The Board of Directors may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority, perform such duties and receive such reasonable compensation, if any, as the Board of Directors may from time to time determine. Not more than 49 percent of the persons serving as Directors shall be paid employees or officers of the Corporation during their employment.

Section 4.5 Chair. The Chair shall preside at all meetings of the Board of Directors, and shall set the agenda for such meetings. The Chair shall also have such other powers and perform such other duties as the Board of Directors may from time to time prescribe.

Section 4.6 Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Directors and of any committees of which a secretary shall not have been appointed by the Board in books to be kept for that purpose; serve or cause to be served all notices of the Corporation; be custodian of the records; and perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him or her by the Board. In the event of absence or disability of the Secretary, the Board of Directors may appoint an Assistant Secretary to perform the duties of the Secretary during such absence or disability.

Section 4.7 Treasurer. The Treasurer shall chair the Finance Committee and keep or cause to be kept complete and accurate accounts of receipts and disbursements of the Corporation. The Treasurer shall present or cause to be presented books of accounts and other books showing the funds and other property of the Corporation, all of which books shall be open at all times to the inspection of the Board of Directors. The Treasurer shall present an operating statement and report, since the last preceding regular Board meeting, to the Board at all regular meetings. The Treasurer in conjunction with the Finance Committee shall oversee the policies as outlined the adopted financial policies of the Corporation including those regarding cash and check disbursements and changes to the approved annual budget are followed. The Treasurer in conjunction with the Finance Committee shall recommend for Board approval an auditor to conduct an annual audit of the corporation.

MISCELLANEOUS

Section 4.8 Checks, Notes and Contracts. The Board of Directors is authorized to select such depositories as it shall deem proper for the funds of the Corporation.

Section 4.9 Books and Records. The Board of Directors shall keep or cause to be kept: (a) adequate and correct books ,and records of account; and (b) minutes of the proceedings of its Board of Directors and its committees. The minutes shall be kept in written form.

Section 4.10 Audit Report. The Board of Directors shall cause an audit report to be presented to the Directors not later than 120 days after the close of the Corporation's fiscal year. Such report shall contain in appropriate detail the following: (a) the assets and liabilities, including the trust funds of the Corporation as of the end of the fiscal year; (b) the School Leader changes in assets and liabilities, including trust funds, during the fiscal year; (c) the revenue or receipts of the Corporation, both unrestricted and restricted to particular purposes, for the fiscal year; (d) the expenses or disbursements of the Corporation, for both general and restricted purposes during the fiscal year; and (e) any transaction and/or indemnification involving an interested person that exceeds \$50,000 or a number of transactions that involve the same interested person and in the aggregate exceed \$50,000, including the names of the interested persons involved in such transactions, the person's relationship to the Corporation, the nature of such person's interest in the transaction, the amount of such interest, provided, that in the case of a transaction with a partnership of which such person is a partner, only the interest of the partnership need be stated.

Section 4.11 Right of Inspection. Every Director shall have the absolute right at any reasonable time to inspect all books, records and documents of every kind and to inspect the physical properties of the Corporation.

Section 4.12 Amendments. These Bylaws may be amended at any meeting of the Board of Directors by a vote of the majority of the entire Board of Directors.

ARTICLE V. CONFLICTS OF INTEREST

Section 5.1 Purpose. The purpose of the conflicts of interest policy is to protect the Corporation's interest :when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 5.2 Definitions.

(a) Interested Person. Any Director, School Leader officer, or member of a committee with Board-delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.

(b) Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family --

- (1) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
- (2) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- (3) a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 5.3 Procedures.

(a) Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and all material facts relating thereto to the Board of Directors.

(b) Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts relating thereto, and after any discussion thereof, the interested person shall leave the Board of Directors' meeting while the financial interest is discussed and voted upon. The remaining Board of Directors shall decide if a conflict of interest exists.

(c) Procedures for Addressing the Conflict of Interest.

- (1) An interested person may make a presentation at the Board of Directors, but after such presentation, he or she shall leave .the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.
- (2) The Chairman of the Board shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

- (3) After exercising due diligence, the Board of Directors shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a conflict of interest.
 - (4) If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the Board of Directors shall determine by a majority vote of the disinterested Directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
- (d) Violations of the Conflicts of Interest Policy.
- (1) If the Board of Directors has reasonable cause to believe that a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - (2) If, after hearing the response of the member and making such further investigation as may be warranted in the circumstances, the Board of Directors determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5.4 Records of Proceedings. The minutes of the Board of Directors and all committees with Board-delegated powers shall contain --

(a) Names of Persons with Financial Interest. The names of the persons who disclosed or otherwise were found to have a financial interest in Connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board of Directors' decision as to whether a conflict of interest in fact existed.

(b) Names of Persons Present. The names of the persons who were present. for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection therewith.

Section 5.5 Annual Statements. Each Director, School Leader officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

(a) Receipt. Has received a copy of the conflicts of interest policy.

(b) Read and Understands. Has read and understands the policy.

(c) Agrees to Comply. Has agreed to comply with the policy.

(d) Tax Exemption. Understands that the Corporation is a charitable organization and that, in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 5.6 Periodic Reviews. To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, the Corporation may conduct periodic reviews.

KIPP Academy Nashville
Finance Committee of the Board of Directors
(Approved June 26, 2007)

Statement of Purpose:

The Board's Finance Committee is responsible for:

- Overseeing the preparation of the annual budget and financial statements.
- Overseeing the administration, collection, and disbursement of the financial resources of the organization
- Advising the Board with respect to making significant financial decisions
- Performing such other duties as may be delegated to it by the Board.

The Board's Finance Committee is authorized to consider matters related to:

- the financial statements of the organization and other official financial information provided to the public;
- the systems of internal control, including overseeing compliance by management with applicable policies and procedures and risk management
- the annual independent audit process, including the recommended engagement of and receiving reports from the independent certified public accountants.

Membership of Finance Committee:

The Finance Committee shall be comprised of two or more directors as determined and appointed annually by the Board, each of whom shall be free from any relationship that, in the opinion of the Board, would interfere with the exercise of his or her independent judgment as a member of the Committee. In addition, the Chair of the Finance Committee may designate other individuals not serving as directors who can contribute their time and expertise to the betterment of the organization as (non-voting) Finance Committee members.

Scope of Finance Committee Work & Authority:

In accomplishing its assigned responsibilities, the Finance Committee will undertake the following listed duties and such other matters within its responsibilities as may warrant its attention.

(1) Assist the School Leader and other designated staff members with respect to preparation and presentation of the annual budget to the Board, including monthly cash flow projections and proposed financial commitments.

(2) Review the annual budget and make specific recommendations to the Board on its adoption, including where desirable, comments on expense levels, revenue sources, capital asset investments, financing activities, significant contractual obligations, and adequacy of provision for reserves.

(3) Establish such periodic budget tracking and reporting standards as are appropriate to the needs of the Committee and the Board.

(4) Oversee the organization's financial systems and control systems.

(5) Undertake a review, at least annually, of the long range financial objectives of the corporation and their ability to sustain the corporation and the accomplishment of its stated mission and programs. Report to the Board annually on such objectives, including recommendations for revision as appropriate.

(6) Recommend the independent auditors to be engaged by the organization.

(7) Review with the independent auditors the adequacy of the organization's internal controls and any related significant findings and recommendations of the independent auditors, together with management's responses thereto. Report to the Board any material developments as soon as they arise.

(8) Recommend to the Board approval of the annual financial statements, including the selection of appropriate accounting policies and practices.

**KIPP Academy Nashville
Board of Directors
Financial Management Policy
(Approved June 26, 2007)**

Statement of Policy:

It is the policy of the KIPP Academy Nashville Board of Directors to:

Require the School Leader, in conjunction with the Chair of the Finance Committee, to prepare and present for adoption an annual budget prior to the beginning of each fiscal year. The annual budget shall include:

- all revenues including state and local aid, federal, student, and grants/fundraising
- all expenses including staffing plans and related compensation, instructional, administrative, and facilities related
- capital asset investments
- financing activities
- proposed financial commitments in excess of the School Leader's authorization level
- monthly cash flow and cash on hand projections

Require the School Leader to seek and obtain Finance Committee approval and subsequently Board approval prior to making material adjustments to the Board-approved budget. Material adjustments are defined as follows:

- Changes in any specific budget line items in excess of \$10,000 annually or the current fiscal year
- Changes in aggregate which deviate from the budget by more than \$25,000. Deviations include losses of revenue as well as increase in expenses.
- Changes to projected end of year cash on hand or outstanding debt of \$25,000.

Require the School Leader to recommend expense reductions to the Finance Committee and subsequently the Board in instances in which losses of revenue cannot reasonably be offset with alternative revenue sources and/or the organization incurs unforeseen expenses (e.g., utilities) in excess of the Board-approved budget.

Once the Board has approved changes to the budget by the School Leader and Finance Committee, this will become the official Board-approved budget.

**KIPP Academy Nashville
Board of Directors
Financial Commitment and Expenditure Authorization Policy
(Approved June 26, 2007)**

Statement of Policy:

It is the policy of the KIPP Academy Nashville Board of Directors that the following positions have authority to enter into financial commitments up to the following amounts:

	<u>In Budget</u>	<u>Out of Budget</u>
School Leader	\$25,000	\$5,000
COO	\$10,000	\$5,000

Expenditures in excess of \$10,000 require dual signatures.

Financial commitments in excess of these authorized amounts require the prior written approval of the Treasurer of the Corporation. In his/her absence, the President of the Board is authorized to provide prior written approval.

Financial commitments included in the Board-approved budget are deemed to be authorized in advance as long as the terms of these contracts do not deviate from what was approved in the Budget. Deviations from these terms are subject to the expenditure authorization limits above. What constitutes a material deviation from the budget and the procedures for any material deviations are outlined in the KIPP Academy Nashville Board of Directors Financial Management Policy

Section 5: School climate data from teachers, parents, stakeholders and students

- 2010 Board Self-Assessment Survey Results
- Healthy Schools survey results (Attached)

KIPP Nashville

2010 Board Self-Assessment Survey Results



RESPONDENTS

8 of 11 board members (73%) completed the survey:

- Will Ed Settle, Chair
- Denise Boosalis
- Rob Elliott
- Marie Stringer Yeagle
- Ross Booher
- Townes Duncan
- Jim Flautt
- Marsha Pope

EXECUTIVE SUMMARY

Overview

The KIPP Nashville board self-reports that it is a very engaged and committed group of individuals with several areas of strength as well as some recognized areas for future growth. In general, the survey reflects an understanding that the KIPP Nashville board is entering a transition period, from one-school oversight to governance of a multi-school region.

Strengths

General board strengths include board operations (meetings scheduled, efficient and run well), board dynamics (debate but one voice, high expectations, chair leadership), mission alignment and School Leader support (performance management and professional growth).

Areas for Improvement

General board areas for improvement include strategic board expansion (adding new members with strength in fundraising and community representation via a transparent process and with strong onboarding), strategic goal setting for the board, committee operations and ensuring consistent expectations for individual board member financial and time commitments. Other noted near-term goals related to developing a 3-5 year strategic plan, succession planning, advocacy and ensuring connections to the community KIPP Nashville serves.

Several board members are unsure about the board practices regarding maintenance of a corporate binder and conflict-of-interest and other corporate policy compliance.

Individual Satisfaction and Performance

Individual board members find their KIPP Nashville work to be clear, productive and rewarding. However, there may be room for improvement in attendance (37% of respondents note they attend less than 80% of meetings) and proactive individual education and ambassadorship.

Skills and Relationships

Board members bring a concentration of skills in finance, operations and strategic planning today with fundraising and human resources, if cultivated in the future. Education, Marketing, Real Estate and Technology are skill gaps.

Board members bring leveragable relationships with local businesses and law firms today with fundraising, foundations and major donors, if cultivated in the future. KIPP parent/school community relationships are relationship gaps.

GENERAL BOARD ASSESSMENT RESULTS

	Yes, And Is A Strength	Yes, But Needs Improvement	No, But Is A Future Priority	No, And Is Not A Priority	Unsure	Average Rating
The board has published schedule of all planned meetings for the year	7	1	0	0	0	3.88
The board accommodates the differences of opinion that arise during debates of issues and board members make decisions after thorough discussion and exploration of many perspectives	7	1	0	0	0	3.88
The Board chairperson leads meetings ensuring that individual board members have equal opportunity to participate, time is not monopolized by a few, and agenda items are dispatched after reasonable discussion	7	1	0	0	0	3.88
Board encourages the professional growth of the School Leader, including supporting the School Leader to seek a coach or mentor (within board or externally) to act as a sounding board on key development areas	7	1	0	0	0	3.88
In the conduct of governance affairs, School Leader and Board Members demonstrate a shared set of high expectations, mutual respect and a practice of establishing role clarity	6	2	0	0	0	3.75
The board performs a meaningful annual School Leader evaluation via a transparent, collaborative process	6	2	0	0	0	3.75
The board reviews monthly financial reports (including budget to actual and cash flow projections) and understands the true fiscal condition of the organization	6	2	0	0	0	3.75
The board encourages creation of annual School Leader performance goals and periodically reviews progress towards them	6	1	1	0	0	3.63
The board is actively tracking and reacting to federal, state and local legislative issues that affect the organization	5	3	0	0	0	3.63
Board meetings are conducted at appropriate intervals and for sufficient lengths of time and conducted in an orderly, efficient manner that allows for sufficient discussion	4	4	0	0	0	3.50
Board is aligned (with each other and with management) on how the organization should fulfill its mission	4	4	0	0	0	3.50
Board speaks as one voice (no individual directives to school leadership) and board members work together as a team to accomplish the work of the board	5	2	1	0	0	3.50
The board governs by proactively developing policies and procedures that will ensure sustainability of the organization	4	3	1	0	0	3.38
The board has a strong fundraising committee with a strategic plan and a track record of development success	3	5	0	0	0	3.38
As ambassadors to the community, the board actively seeks political and civic support for the organization by consistently introducing potential friends to KIPP and its mission	3	5	0	0	0	3.38
Board members understand and can articulate the site's strategic plan and their meaningful role in its oversight and implementation	3	4	1	0	0	3.25
Board understands the distinction between management and governance, and focuses on adding value at highest levels	4	2	2	0	0	3.25
The board includes individuals with significant relevant influence at necessary levels	2	6	0	0	0	3.25
The board brings professional resources to the organization in its key areas of need	2	5	1	0	0	3.13
Committees respect their roles in researching and providing recommendations but their recommendations do not usurp the decision-making role of the full board	4	2	0	1	1	2.88
The board ensures a School Leader succession plan / leader pipeline is in place	1	5	2	0	0	2.88
Prospective board members are identified by a nominating committee or through another organized succession planning process and the board manages a pipeline of potential board candidates	0	7	1	0	0	2.88
Board and committees set annual goals, measure progress, and respond appropriately	3	2	2	0	1	2.75
The board has appropriate committees with clear charters	2	4	1	0	1	2.75
The board committees effectively assist the board to do its work	2	4	1	0	1	2.75
The governance structure is appropriate for the site's needs (e.g. includes advisory, associate or junior board, etc.) and the size of the board is appropriate and effective in attracting board talent necessary to address standing and emerging needs	2	1	5	0	0	2.63
There are shared high expectations and accountabilities among board members, and every board member devotes the requisite time, thought, and engagement to the responsibilities of being a board member	1	3	3	0	1	2.38
The board has a process for examining its current composition and identifying gaps (e.g., in expertise, skills, influence, demographics) to ensure that it has the capacity to oversee the organization into the future	1	3	3	0	1	2.38
Board membership is reflective of the makeup of the community being served with needed professional skills/talents and appropriate demographic mix	0	2	6	0	0	2.25
Each board member makes a financial contribution to the organization in an amount "meaningful" to the individual	2	2	1	0	3	2.00
New members receive an effective orientation to the board and the organization	1	2	3	0	2	2.00
The organization maintains a corporate binder (charter, articles, policies, contracts, bylaws...) with a record of board full meetings, committee meetings and policy decisions	2	0	3	0	3	1.75
Board members conduct regular self-assessments, deliberate on the outcomes of these assessments and use assessment results to adopt changes and improvements	1	1	2	3	1	1.75
The board ensures that the organization's insurance policies, conflict-of-interest forms and non-profit status are up-to-date	2	2	0	0	4	1.75

INDIVIDUAL SELF-ASSESSMENT RESULTS

	Strongly Agree	Agree	Disagree	Strongly Disagree	Average Rating
I have a positive working relationship and interact appropriately with School Leader and professional staff	6	2	0	0	3.75
I find serving on this board to be a satisfying and rewarding experience	6	2	0	0	3.75
I have a positive working relationship and interact appropriately with other board members	5	3	0	0	3.63
I understand the function, role and responsibilities of being a KIPP NASHVILLE board member	4	4	0	0	3.50
I am consistently provided with the necessary information to be able to understand and make informed recommendations and votes on decisions asked of me as a NASHVILLE board member	3	5	0	0	3.38
KIPP NASHVILLE board service is my number one volunteer/philanthropic priority (in terms of time and money devoted)	3	4	1	0	3.25
I attend at least 80% of board meetings and committee meetings for committees on which I serve	4	1	3	0	3.13
I participate in outside educational opportunities to remain current on changing education reform issues and trends	2	4	2	0	3.00
I take advantage of opportunities to enhance the organization's public image by periodically speaking to leaders in the community about the work of the organization	2	5	0	1	3.00