

KIPP Nashville Primary

A Proposed Metropolitan Nashville Public Charter School

Amended Charter School Application

KIPP:Nashville

Work hard. Be nice. Be honest.

July 9, 2015

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SECTION 1: ACADEMIC PLAN DESIGN AND CAPACITY

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

Mission and Existing Academic Plan

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

KIPP Nashville Primary (KNP) will be part of the highly successful national network of Knowledge is Power Program (KIPP) schools that provide college preparatory education to more than 59,000 students in 162 schools located in 20 states and the District of Columbia. Nationally, more than 85% of KIPP students are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino. KNP will not only be a part of a high-performing national network of schools; KNP will be the sixth school in the KIPP Nashville region of schools that offer Nashville students a proven K-12 pipeline to and through college. KIPP at Kirkpatrick Elementary (grades K-4; opening under MNPS in 2015), KIPP Nashville College Prep Elementary (grades K-4; opening under MNPS in 2018), KIPP Nashville College Prep (grades 5-8; MNPS), KIPP Academy Nashville (grades 5-8; MNPS), KIPP Nashville Collegiate High School (grades 9-12; MNPS), and KIPP Nashville Middle (grades 5-8, being applied for concurrently through MNPS - proposed opening in 2019) comprise the feeder pattern that has already demonstrated high academic achievement for its students. With the guidance and support of the KIPP Nashville School Support Team (KNSST) and KIPP Nashville Board of Directors, KNP will help realize the KIPP Nashville vision to provide every student in Nashville access to a high-quality, college-preparatory seat in a public school.

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

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

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

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

- Increase the number of MNPS Achieving or Excelling schools in MNPS
- Increase access to Achieving or Excelling schools for those MNPS students who are not currently enrolled in a school with this distinction

- Establish annual performance targets and benchmarks aligned with the MNPS Academic Performance Framework
2. Describe the existing academic plan.
 - Describe any key academic plan features for the replication school that will *differ* from the operator's existing schools.
 - Explain why you would implement these different features, any new resources they would require, and the rationale for the variation in approach.

The KNP plan does not differ significantly from the plan approved by MNPS for KIPP Nashville College Prep Elementary (Attachment 12). KNP will open in the same community as KNM as a neighborhood new-start charter providing a high-need community a high-performing college-prep option in a community the MNPS Board designates as having the greatest need. The model being replicated is that outlined in the KNCEPE application because of its robust support to bridge gaps for students who may have previously been enrolled in a persistently low-performing school.

KNP will organize students into four classes per grade, of approximately 25 students each with co-teachers in all kindergarten and first grade classrooms. In second through fourth grades, the staffing model will shift to one support teacher to push in for intensive support and co-teaching during select blocks. A flexible grouping method for intervention will facilitate smaller groupings for literacy intervention periods without the co-teaching model.

The experience of KIPP Nashville and KIPP elementary schools across the country has afforded practice-based support for the curricular materials being adopted by KIPP Nashville primary programs. Our instructional design includes a balanced literacy program, including word study, vocabulary, shared reading, read aloud, guided reading, and writer's workshop. The literacy curriculum will be based on Wilson's Foundations and Core Knowledge. In math, we will have a traditional math block (based on the Great Minds Eureka curriculum), as well as a problem solving section based on the principles of Cognitively Guided instruction (CGI). All curricular materials are aligned to the Common Core and are being implemented at KIPP at Kirkpatrick in the 2015-16 school year. Annually, our regional Director of Curriculum and Assessment will lead a curriculum evaluation process to refine and revise our materials before implementing across our elementary schools in the following year. We will update our curriculum annually and implement across our elementary schools. KIPP Nashville has also adopted a blended learning strategy to provide increased individualization for each student using 1:1 Chromebooks during daily intervention time in upper grades. Curricula like Achieve 3000 and Khan Academy are utilized on this platform to supplement the core curricular materials and provide computer-adaptive, standards-aligned practice for each student in reading and math. KIPP Nashville employs a regional approach to curricular adoption to better leverage the resources and support of the KNSST and national network and reserves the right to modify curricula to other standards-aligned programs as dictated by data.

Target Population and Enrollment

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

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

core element of instruction), KNP is designed with the capacity to meet the diverse needs of a diverse population (including intensive intervention, remediation, and enrichment).

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

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

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

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

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

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

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

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

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

analysis--demonstrating that parental motivation cannot explain KIPP students' achievement gains.

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

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

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

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

- 1) The recruitment strategy for KNP will include a secondary focus on diversity in the student population, after the primary recruitment focus of the target community identified in partnership with MNPS (which will ideally be a low-income community with limited access to high-performing school programs or the students zoned for a persistently low-performing school). This change in recruitment strategy is intended to align with the diversity plan outlined as Attachment 13.
- 2) Siblings will receive priority enrollment within and across KIPP Nashville schools.
- 3) KNP will accept up to 100 students in each grade level (outlined in the table below), enrolling new students through fourth grade when seats are available. This differs from the original enrollment pattern that assumed 96 students with attrition built-in each year. KNP will accept up to 100 students per grade as a new start or up to the number of students zoned for each grade in a restart school (if that number exceeds 100), organizing students into four classrooms of ~25 students per classroom per grade level.

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

5. Complete the enrollment summary chart below.

GRADE LEVEL	NUMBER OF STUDENTS					
	YEAR 1 2017-18	YEAR 2 2018-19	YEAR 3 2019-20	YEAR 4 2020-21	YEAR 5 2021-22	AT CAPACITY 2020-21
K	100	100	100	100	100	100
1	100	100	100	100	100	100
2	0	100	100	100	100	100
3	0	0	100	100	100	100
4	0	0	0	100	100	100

TOTAL	200	300	400	500	500	500
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Performance Management

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

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

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

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

KIPP Nashville Strategic Imperatives

Goal	Assessment Measure	Metric
Imperative 1: We are serving the children who need us.		
KNP is a desirable school of choice for the target community.	<ul style="list-style-type: none"> • Size of waiting list • Student retention data 	<ul style="list-style-type: none"> • Number of lottery applications for KNP will exceed the available number of seats with a waitlist in place at the first day of school
KNP is serving high-needs students with the same or higher populations than that of MNPS	<ul style="list-style-type: none"> • Demographic information for enrolled students 	<ul style="list-style-type: none"> • Percentage of SPED students is at least within 2% of that of MNPS, • Percentage of students who qualify for free/reduced lunch is $\geq 80\%$
KNP is recruiting a population that advances MNPS goals for diversity	<ul style="list-style-type: none"> • Demographic information for enrolled students 	<ul style="list-style-type: none"> • Student enrollment demographics will align with the KIPP Nashville Student Diversity Plan
Imperative 2: Our students are staying with us.		

KNP student net attrition (average enrollment divided by capacity) is below the KIPP national average and MNPS average.	<ul style="list-style-type: none"> • Student net attrition rate • Attendance reports 	<ul style="list-style-type: none"> • Annual net attrition (September 1 – June 1) of 3.5% or less • Attendance of 95% or more
Imperative 3: Our students are progressing and achieving strong academic and character growth.		
KNP students are on the path toward TNReady/TCAP proficiency.	<ul style="list-style-type: none"> • TCAP/ TNReady scores • TVAAS rankings • STEP Literacy Assessment 	<ul style="list-style-type: none"> • STEP Literacy assessment goals: <ul style="list-style-type: none"> ○ By end of Kinder, 90% of students score at STEP 3, 80% at STEP 4 ○ By end of 1st, 90% at STEP 6, 80% at step 7 ○ By end of 2nd, 90% at STEP 9, 80% at the 10 • KNP will score in the top quartile of MNPS elementary schools on TN Ready and TCAP assessments in 3rd and 4th grades, with 5% annual increases in proficiency (KIPP Nashville will adjust this goal annually as data dictates is appropriate) • KNP will have a positive average school-wide TVAAS for reading and math annually
KNP are meeting college ready targets.	<ul style="list-style-type: none"> • MAP results 	<ul style="list-style-type: none"> • 70% of students meet their MAP growth goals. • By 4th grade, ≥60% of students exit at the 75th percentile according to MAP.
Imperative 4: Our alumni are climbing the mountain to and through college.		
KNP students and alumni demonstrate college-readiness.	<ul style="list-style-type: none"> • MAP results • Alumni database reports • ACT test results • Alumni report cards and transcripts 	<ul style="list-style-type: none"> • 100% of matriculating KIPPsters participate in the KTC program
Imperative 5: We are building a sustainable people model.		
KNP employees strongly believe in our mission and values	<ul style="list-style-type: none"> • Healthy School Review staff surveys 	<ul style="list-style-type: none"> • 95% agree or strongly agree that “my school’s mission is important to me”
KNP employees understand and uphold expectations	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • 100% of teachers will receive formal feedback within the KIPP Nashville Performance Management framework
KNP recruits and retains highly effective teachers.	<ul style="list-style-type: none"> • Teacher retention rate • Staff retention rate 	<ul style="list-style-type: none"> • Teacher retention rate of 75% average over 3 years • Non-teaching school staff retention rate of 80% (of staff members asked to return)

		<ul style="list-style-type: none"> • Operations staff retention rate of 80% (of staff members asked to return)
KNP employees develop personally and professionally while on the KIPP team.	<ul style="list-style-type: none"> • Employee evaluation reports 	<ul style="list-style-type: none"> • 100% of KIPP Nashville employees have defined performance and development goals • 90% of employees reach, exceed, or show significant progress toward developmental goals
KNP has a deep leadership bench.	<ul style="list-style-type: none"> • Employee evaluation reports • Hiring reports • Leadership portfolio 	<ul style="list-style-type: none"> • 70% of leadership positions are filled by internal candidates
Imperative 6: We are building a sustainable financial and operational model.		
KNP meets financial targets that support regional growth and sustainability.	<ul style="list-style-type: none"> • Finance reporting package • Fundraising reports 	<ul style="list-style-type: none"> • Cash flow neutral annual budget after fundraising • KIPP Nashville meets annual fundraising targets
KNP operates efficiently and is compliant with local, state, federal, and grant regulations.	<ul style="list-style-type: none"> • Audit letter 	<ul style="list-style-type: none"> • Unqualified audit • 100% current on all MNPS and State reporting • 100% grant compliance
The KIPP Nashville Board is powerful and effective.	<ul style="list-style-type: none"> • Completed on-boarding process • Feedback prior to each board meeting • Feedback at each board meeting 	<ul style="list-style-type: none"> • Board bylaws will reflect KIPP Nashville mission and values • All board members will know their progress toward annual give or get target • Each board member will tour the school at least once per year

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

As a KIPP school, the focus on results is measured through frequent, objective measures of progress toward goals. As outlined above, KIPP Nashville schools use a variety of assessment measures to evaluate academic progress of students, both as individuals and in groups. Grade level teams analyze data to place students into flexible tiers for intervention in reading and math. In addition, each teacher analyzes individual student data, with the support of his/her coach and instructional leaders, both to inform instruction for students and professional development for teachers. The leadership team also analyzes data by student, cohort, grade, and content level. This data analysis is supported by the regional Chief Academic Officer to determine school-wide needs and structures and inform the support provided to each school from KNSST.

Formal Assessment

Each student new to KNP participates in baseline assessments, which both informs instruction and support for that student and provides a baseline from which progress is measured for sufficient growth. Baseline assessments may include but are not limited to NWEA MAP (as a universal screener for reading and math), AIMSweb (math and reading) and University of Chicago’s Strategic Teaching and Evaluation

of Progress (STEP)¹ for literacy, all of which are used in KIPP primary programs across the country. Outside of baseline testing, the MAP is administered twice annually (once in the fall, once in the spring) to measure annual growth and longitudinal growth over each student’s tenure at the school, as well as to benchmark students’ progress against college-ready targets. AIMSWeb is used to drive intervention, measure progress toward annual growth goals, and inform instruction. Students through third grade participate in ongoing STEP assessments to drive literacy instruction and flexible groupings for literacy intervention.

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

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

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

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

Assessment Schedule

Assessment Name	Assessment Area	Students Assessed	Frequency
NWEA MAP (or similar nationally-norm-referenced assessment)	Reading, ELA, math	Grades K-4	2 times annually (baseline and spring)
STEP, Fountas & Pinnell	Literacy	Grades K-3	As needed
AIMSWeb	Math and reading	Grades K-4	Quarterly; more often for specific students as needed
TNReady/TCAP (or other state-mandated criterion-referenced assessment)	Reading/ELA, math, social studies, science, writing	Grades 3-4	Once annually (as dictated by state guidelines)
English Language	English language	Grades K-4	Upon identification of a

¹ < <http://www.uchicagoimpact.org/step>>.

Development Assessment	proficiency/eligibility for ELL services	as needed for students who are not native speakers	language other than English at home and once each subsequent spring
Standards-aligned Periodic Assessments (developed by the region)	Reading/ELA, math, science, social studies	Grades K-4	Quarterly

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

Informal Assessments

Informal assessment data will supplement the myriad formal assessments administered throughout the year in each grade level at KNP to provide another means of measuring academic growth. Through training provided by the KIPP Foundation, the KNSST, and the school leadership team, each instructional staff member will be held accountable for administering informal formative assessments and using the data from those assessments to inform instruction. Teachers will be guided to implement best practices like daily exit tickets, technology-based assessment tools, and reliable checks for understanding into lesson planning and execution. Through lesson plan review, data analysis, and classroom observations, all instructional staff are supported in effectively using these informal assessment means to drive effective instruction and maintain a reliable understanding of academic progress and the support needed to meet and exceed student goals.

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

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

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

becomes available. Beyond that, teachers meet bi-weekly with their coach to analyze formative data and action plan for student learning. All of the work within the school is underpinned by the coaching and support provided to the leadership team through the support of the CAO.

When the data shows that individual students are not on-track to meet goals, the Response To Intervention (RTI) protocol is utilized. Both KIPP Nashville middle schools fully implemented the state's RTI² model in the 2014-15 school year, and will have one year of elementary level implementation (at KIPP Nashville Elementary at Kirkpatrick) to leverage on behalf of KNP. Through built-in daily intervention time wherein students are flexibly grouped by data and other intervention measures built into the school schedule (like pull-out groups, tutoring, etc.), individual students will receive tailored support to ensure they are making the progress necessary to meet annual goals. The KNP model is built with intervention time and data to drive student groupings during this time, which facilitates the flexibility needed to provide instruction that meets students where they are. Co-teaching models and additional support staff provide the capacity to effectively implement these interventions. The one-on-one coaching model for every instructional staff member and collaborative planning time amongst co-teachers ensures each teacher has dedicated time for collaboration and guidance to best respond to the data in their instruction.

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

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

Healthy School Review

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

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

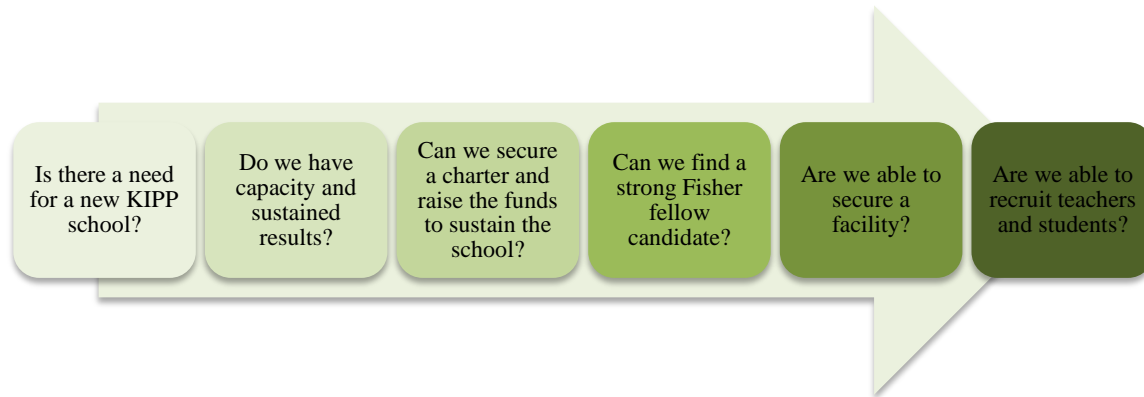
- Reports from School Quality Reviews/programmatic audits (provided by a third-party team)
- Financial audit and related documents
- Discipline/character education data
- Analysis of human capital data, including leadership matrix evaluation
- Stakeholder survey data (from students, parents, and teachers)

- Student assessment data (MAP, TNReady, etc.)
- College matriculation and retention data

Growth Readiness

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

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



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

The robust capacity at the regional office and strong performance of each school in the portfolio to date have demonstrated the region is ready to grow. As described in Section 2.1, the decision to add elementary schools to the KIPP Nashville pipeline is based on the performance of both the KIPP region and a national portfolio of KIPP elementary schools. KNP responds to nation-wide evidence that complete K-12 pipelines to college are a more reliable means of moving KIPPsters to and through college. In February of 2015, KIPP Nashville decided to delay the opening of KIPP Nashville College Prep Primary in order to focus on the conversion work at Kirkpatrick.

SECTION 2: OPERATIONS PLAN AND CAPACITY

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

Network Vision, Growth Plan, & Capacity

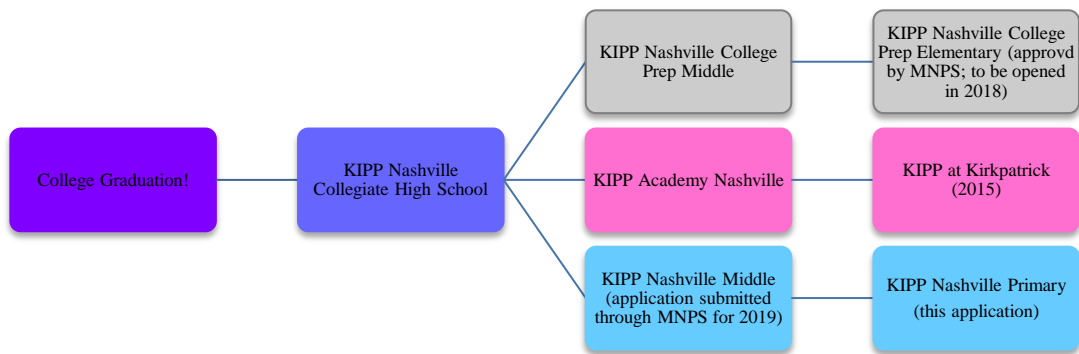
1. Describe the network’s strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee. Include the following information: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for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

Vision

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

Growth Plan for KIPP Nashville

To date, KIPP Nashville has successfully opened and operated two middle schools and one high school for a 5-12 feeder pattern. KIPP Nashville is opening KIPP at Kirkpatrick this year through MNPS. this primary (opening 2017) school and a third middle (opening 2019) school is being concurrently applied for through MNPS in 2015, and a third primary program (already approved through MNPS) opening in 2018 to complete the KIPP Nashville feeder pattern. Prior planning relied on partnership with an existing high-performing elementary operators to provide the pipeline KIPP Nashville middle schools, but this approach to growth was revised for two major reasons. First, the gap-closing performance of KIPP elementary schools across the country demonstrates the practice-proven best practices established for primary schools in the KIPP network. Second, there were no elementary partners in Nashville with the deep knowledge and relationships with families in the communities with whom KIPP Nashville is partnered. In order to ensure the families who pursue KNP will have access to a high-quality K-4 elementary program, KIPP Nashville is simultaneously applying for KIPP Nashville Middle through MNPS to be established in the same area as KNP (the third primary charter applied for). This will complete the short-term vision for growth in Nashville by providing three communities K-12 programming in the form of three primary schools, three middle schools, and one high school (that will receive all interested matriculating 8th graders from the three middle schools).



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

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

School	Location	Grades Served at Capacity	Opened	Year Capacity Reached	Enrollment at Capacity
KIPP at Kirkpatrick Elementary School	1000 Sevier Road, Nashville, TN 37206	K-4	2015	2018	500
KIPP Academy Nashville	123 Douglas Avenue, Nashville, TN 37207	5-8	2005	2008	350
KIPP Nashville College Prep Elementary	3410 Knight Road, Nashville, TN 37207	K-4	2018	2020	480
KIPP Nashville College Prep	3410 Knight Road, Nashville, TN 37207	5-8	2013	2016	350
KIPP Nashville Primary	TBD in cooperation with MNPS, in same community as KNM	K-4	2017 (pending approval)	2020	500
KIPP Nashville Middle	TBD in cooperation with MNPS, in same community as KNP	5-8	2019 (pending approval)	2022	350
KIPP Nashville Collegiate High School	123 Douglas Avenue, Nashville, TN 37207	9-12	2014	2017	463

Target Communities

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

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

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

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

KIPP Nashville Capacity

The KIPP Nashville team has not only founded, launched, and operated three successful schools in MNPS (with two more approved and in the planning year), but has had more than ten years since the founding of

KIPP Academy Nashville (KAN) to develop relationships, policies and procedures that build the capacity of the organization as a whole. The executive director is the founder of KAN and has been at forefront of increasing high-quality, college-prep education in Nashville for more than ten years. The combined experience and capacity of the KNSST will benefit KNP tremendously. The majority of the staff at KIPP Nashville and the leadership of KNP will be developed from within the organization, which has significant experience and demonstrated skill in effecting the outcomes described herein with similar students in a similar community. Moreover, all KIPP Nashville staff have participated in robust, ongoing development to ensure their capacity to meet the needs of the growing KIPP Nashville network is more than sufficient. In addition to the funding provided through both Race To The Top and the Charter School Growth Fund (CSGF), KIPP Nashville has benefitted from planning support and refinement from CSGF, independent consultants, and the KIPP Foundation (which requires regions to create 5-year plans that are vetted by national level experts). As a result of this support, KIPP Nashville has been able to grow its regional office to afford the expertise, capacity, and structures and systems necessary for all subsequent growth to be successful (rather than having to wait for an increase in students to afford greater capacity to plan).

Responsibilities of the KIPP Nashville School Support Team

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

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

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

- Fundraising.

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

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

In other KIPP regions, schools that collaborate with each other and share best practices and resources have shown significant improvement over isolated charter school sites. Growing KIPP in targeted regions contributes to the quality of schools and provides a platform for sustainability over time. Data show that the student growth in core areas is more significant in KIPP clusters—areas in which more than one KIPP school is located and working together, like KIPP Nashville. Regions like KIPP DC, where students outperform their district peers in some grades by as much as 51% on state-mandated assessments; KIPP Metro Atlanta, where 93% or more of students in all grades served by KIPP meet or exceed state standards on state-mandated assessments; and KIPP NYC, where students outperform their district peers in all grades and all content areas assessed by state assessments by an average of 25%² demonstrate the impact that a regional KIPP hub can make on its enrolled students. For this reason, the KNSST was established and will support KNP through opening to ensure that the challenges of replication are effectively mitigated.

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

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

² Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2012>>.

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

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

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

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

Human Capital

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

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

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

Facilities

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

- Aggressively pursue potential MNPS options for temporary and/or permanent facilities (made more viable with the potential of opening as a phased in restart school)
- Enhance relationship management with foundations funding facility development
- Build facility capabilities on the board to aid in development of comprehensive facility plan establishing process for identifying and evaluating permanent facility options
- Engage local developers to develop plans for build-out of space suitable for long-term lease
- Engage local independent and parochial schools to find space suitable for long-term lease

KIPP Elementary School Facility Contingency Planning						
	2017-18	2018-19	2019-20	2020-21	2021-22	
Surplus/Deficit @\$6.25/sq. ft. (120sq. Ft. / FTE)	\$ 409,078	\$ (2,186)	\$ 138,135	\$ 279,843	\$ 202,877	
Surplus/Deficit @\$15/sq. ft. (75sq. Ft./FTE)	\$ 346,774	\$ (97,510)	\$ 8,494	\$ 114,550	\$ 34,278	

Student Academic Performance

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

- A proven staffing model and schedule that affords the flexibility and capacity to meet student needs

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

Culture

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

The following actions will mitigate this risk:

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

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

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

KIPP Nashville will partner with MNPS to identify a community that is most high-need and appropriate for this KIPP Nashville primary program as either a new start or restart model. Once that community has been identified, KIPP Nashville will continue to collaborate with MNPS to either identify a facility that best meets the needs of the program or plan for facility use of a restart model. It is the preference of KIPP Nashville to house KNP in a surplus or under-utilized MNPS facility to best maximize its impact and value on that community.

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

See Attachment 1 for the 2014 KIPP Nashville Annual Report.

Management

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

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

Executive Director

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

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

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

Chief Academic Officer (CAO)

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

Chief Operating Officer (COO)

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

2. Provide, as **Attachment 2**, the organization charts for Year 1 network as a whole (including both network management and schools within the network) Year 3 network as a whole and Year 5 network as a whole. The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the schools. If the school intends to contract with a charter management organization clearly show the provider's role in the organizational structure of the school.

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

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

As described above in Section 2, KNP and all schools in the KIPP Nashville region benefit from the support of the KIPP Nashville School Support Team (KNSST). This team leverages expertise and experience that would be otherwise unavailable to a stand-alone site because of the economy of scale. See Attachment 14 for a snapshot of the roles at the KNSST and the professional biographies of the KNSST leadership team.

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

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

Culture	CAO approves student and culture handbooks with input from School Leader and Assistant Principals	School Leader may request a policy change that must be approved by the Executive Director
Budgeting, Finance, and Accounting	<p>Director of Finance sets top level financial goals by year for the network and for each school. Budgets are approved by the Executive Director, the Finance Committee and the board.</p> <p>All key accounting functions (accounts payable, accounts receivable, payroll) are managed at the network level. Monthly reports are reviewed by the Director of Finance and Finance Committee and the business managers from each school. All key financial policies and procedures are developed and published by the Director of Finance with approval from the Finance committee.</p>	School Leaders work closely with the business manager to develop a bottoms-up budget that meets the parameters of the top-level goals for the school. Any discrepancies are managed through negotiations with the Director of Finance and changes are approved by the Finance committee. Payables are received and coded by the business manager at the school and sent to the support service center. All checks for the payables are cut at the network level.
Student Recruitment	CAO 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	Director of Talent Recruitment sets targets with School Leader input. Director of Talent Recruitment creates recruitment plan and COO 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 the Director of Operations with input from the COO. All key decisions on H/R services will need to be approved by the Operations Committee.	Schools will provide feedback on any potential issues or suggestions for improvement. Schools will work with the Director of Talent Management and Development to provide the programs that best meet the needs of the school employees
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	School leaders and staff will outline specific facility needs and requirements.

	and approval from the COO, Operations Committee 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.	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 expenditures, the Director of Finance will secure the necessary authorization from the COO, Executive Director, as well as the Finance committee.	School leaders will have the authority to approve contracts and purchases under \$5K, as long as it does not mean missing a budget item. The school leader will work closely with the business manager to document the appropriate authorization for these charges or contracts and ensure the Director of Finance is informed if there is a risk of missing a budget item

Governance

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

Network Governance

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

KIPP Nashville, as the sole governing body of all current and future KIPP Nashville sites, will govern and advocate for the region of schools as a whole. The KNSST will manage each individual site within the

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

Board Composition

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

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

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

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

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

Charter School Management Contracts

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

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

to be provided by the CMO; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

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

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

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

Year	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22
Number of elementary schools	2	3	3	3	3
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	1,678	2,092	2,401	2,713	2,911
Management Organization Positions					
Executive Director	1	1	1	1	1
Chief Academic Officer	1	1	1	1	1
Chief Operating Officer	1	1	1	1	1
Director of Operations	1	1	1	1	1
Director of Finance	1	1	1	1	1
Director of Curriculum & Assessment	1	1	1	1	1
Director of Talent & Recruitment	1	1	1	1	1
Talent Recruiter	1	1	1	1	1
Director of Talent Management and Development	1	1	1	1	1
KIPP Through College Director	1	1	1	1	1
Director of Development	1	1	1	1	1
Director of Student Support	1	1	1	1	1
Associate Development Director	1	1	1	1	1
Data Analyst	1	1	1	1	1
KTC Alumni Support Manager	1	1	1	1	1
KTC Alumni Support Manager	2	2	2	2	2
Marketing Manager	1	1	1	1	1
Executive Assistant/Office Manager	1	1	1	1	1
Total back-office FTEs	20	20	20	20	20
Elementary School Staff					
Principals	2.0	3.0	3.0	3.0	3.0
Assistant Principals	3.0	4.0	5.0	6.0	6.0
Dean of Students	0	0	0	0	0
Dean of Operations	2.0	3.0	3.0	3.0	3.0

Classroom Teachers (Core Subjects)	24.0	40.0	48.0	56.0	60.0
Classroom Teachers (Specials)	25.0	39.0	42.0	46.0	48.0
Guidance Counselor / Speech Therapist	3.0	4.0	4.0	4.0	4.0
School Operations Support Staff	5.3	8.5	9.5	10.5	11.0
Total FTEs at elementary schools	64.3	101.5	114.5	128.5	135.0
Middle School Staff					
Principals	2.0	2.0	3.0	3.0	3.0
Assistant Principals	4.0	4.0	5.0	5.0	6.0
Dean of Students	2.0	2.0	2.0	2.0	3.0
Dean of Operations	2.0	2.0	3.0	3.0	3.0
Classroom Teachers (Core Subjects)	32.0	32.0	36.0	40.0	44.0
Classroom Teachers (Specials)	9.0	9.0	11.0	12.0	13.0
Guidance Counselor / Speech Therapist	2.0	2.0	2.0	3.0	3.0
Case Manager	1.5	1.5	1.5	1.5	1.5
School Operations Support Staff	6.8	6.8	8.3	8.8	9.3
Total FTEs at middle schools	61.3	61.3	71.8	78.3	85.8
High School Staff					
Principals	1.0	1.0	1.0	1.0	1.0
Assistant Principals	1.0	1.0	1.0	1.0	1.0
Dean of Students	1.0	1.0	1.0	1.0	1.0
Dean of Operations	1.0	1.0	1.0	1.0	1.0
Classroom Teachers (Core Subjects)	22.0	28.0	28.0	28.0	32.0
Classroom Teachers (Specials)	3.5	3.5	3.5	3.5	3.5
School Counselor	1.0	1.0	1.0	1.0	1.0
Behavior Interventionist	1.0	1.0	1.0	1.0	1.0
School Operations Support Staff	2.0	2.0	2.0	2.0	2.0
Total FTEs at high schools	33.4	38.5	39.5	39.5	43.5
Total network FTEs	183.6	221.88	245.38	266.88	280.88

Staffing Plans, Hiring, Management, and Evaluation

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

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

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

KIPP Fisher Fellowship

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

Leadership Pipeline

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

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

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

Staff Recruitment and Selection

Staff Recruitment

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

Selection

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, KNP will be intensely focused on identifying candidates whose values align with the region's mission and values. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. It is crucial that a teacher have not just the right experiences and skills to be an excellent teacher at KNP, but that s/he have beliefs and values that align with the priorities of the schools and the strategies that will be used to engender success for all students. As such, KNP will use the KIPP Framework for Excellent Teaching (Attachment 16) to help assess the strength of a potential teacher.

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

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

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

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

Retention

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

Teachers indicate that a positive, collaborative school climate and support from colleagues and administrators are the most important factors influencing whether they stay in a school.³ In an effort to retain the best teachers at KNP, a scholarly, professional environment will be maintained, wherein staff members collaborate to drive school-wide initiatives and goals, and ultimately facilitate superior student outcomes. Frequent, meaningful, relevant professional development is tailored to each teacher's individualized professional goals, along with ongoing access to collaboration through common planning time, staff-wide planning sessions, and nation-wide collaboration through the KIPP Share platform. All staff members are continually evaluated for their leadership potential, with myriad leadership positions and responsibilities delegated to teachers who are ready to effectively manage more responsibility as part of the regional leadership pipeline. Annual staff surveys as part of the Healthy Schools Review; weekly

³ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

check-ins with the assistant principal; formal and informal meetings with the school leader and a continual evaluation of staff culture of the school will ensure that the professional environment teachers choose at KNP is maintained authentically and consistently. Supportive school leadership who create trusting environments where educators are engaged in decision-making has a significant impact on teachers' decisions about where to work.⁴ Teachers move in search of supportive principals and colleagues, reasonable teaching assignments and workloads, and sufficient resources.⁵ KNP has created a compensation schedule that fairly compensates teachers for their additional responsibilities, as well as robust professional development and leadership capacity building to ensure every teacher is engaged with appropriate responsibility and decision-making.

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

Unsatisfactory Performance

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

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

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

Professional Development

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

⁴ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

⁵ Johnson, S.M. & Burkeland, S.E. (2—3b). Pursuing a “sense of success”: New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.

As described in Attachment 12, professional development is an asset KIPP Nashville has to offer school staff. As part of a national network of high-performing charter schools, KNP staff will have ready access to collaboration (within the region and across the country), instructional materials, training, and other supports otherwise unavailable to stand-alone schools. Professional development from the KIPP Foundation, like the annual KIPP Summit, leadership cohorts, and KIPP Share (an online communication/lesson share platform) provide means of leveraging national expertise and collaboration on behalf of KNP students. School leaders and leadership team members, especially, benefit from participating in a cohort of leaders who can access resources and share ideas to benefit their students.

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

SECTION 3: FINANCIAL PLAN AND CAPACITY

Financial Plan

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

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

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

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

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

Financial Audit

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

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

Administrative Audit

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

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

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

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

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

See Attachment 5 for the budget narrative.

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

Fundraising

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

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

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

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

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

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

See Attachment 6 for the required budget forms.

SECTION 4: PORTFOLIO REVIEW/PERFORMANCE RECORD

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

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

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

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

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

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

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

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

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

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

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

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

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

Now that KNCP is operating with this increased coaching capacity and focus on teacher excellence, the school is positioned to achieve the rigorous goals set by the region: top quartile achievement in the state, 70% proficiency or higher in reading and math, and a stretch goal of 78% proficient in math to

outperform KAN. The quarterly data meetings to date suggest that KNCP is on track to meeting these goals with the revised systems and strategies in place. These same strategies will be utilized at KNP.

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

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

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

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

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

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

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

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

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

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

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

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

Section 5: Attachments

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

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

Budget Component
Proposed Elementary School

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

REVENUE

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

Federal Revenue

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

Fundraising

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

**Budget Component
Proposed Elementary School**

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

**Budget Component
Proposed Elementary School**

	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22
	2017	2018	2019	2020	2021
Direct Student Expenses					
General Direct Student Exp	\$278,852	\$401,558	\$541,757	\$686,841	\$688,517
Transportation	\$18,133	\$26,323	\$34,834	\$43,674	\$44,547
Athletic Program	\$0	\$0	\$0	\$0	\$0
Technology	\$17,457	\$24,815	\$33,012	\$41,246	\$42,071
Total Direct Student Expenses	\$314,442	\$452,696	\$609,603	\$771,761	\$775,135
Administration					
General	\$200,498	\$289,198	\$373,149	\$457,775	\$465,367
Marketing / Recruitment	\$5,306	\$5,412	\$5,520	\$5,631	\$5,743
Staff Development	\$33,375	\$41,532	\$52,779	\$63,044	\$64,305
Travel & Entertainment	\$0	\$0	\$0	\$0	\$0
Professional Services	\$43,245	\$45,257	\$47,759	\$50,053	\$51,054
Technology	\$67,750	\$90,178	\$119,824	\$149,440	\$151,042
Total Administration	\$350,173	\$471,578	\$599,032	\$725,944	\$737,512
Facilities					
Depreciation	\$261,784	\$382,134	\$507,193	\$637,101	\$649,843
Amortization	\$47,368	\$65,249	\$84,261	\$116,190	\$129,476
Gain/Loss-Sale of Assets					
Unrealized Gain/Loss on Assets					
TOTAL EXPENSES	\$2,583,395	\$3,397,536	\$4,384,373	\$5,328,924	\$5,431,248
NET OPERATING INCOME (LOSS)	(\$110,240)	\$219,630	\$116,463	\$396,302	\$394,936
<i>Per student</i>	<i>-\$55.1</i>	<i>\$73.2</i>	<i>\$29.1</i>	<i>\$79.3</i>	<i>\$79.0</i>

Budget Component
Proposed Elementary School

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

**Budget Component
Proposed Middle School**

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

REVENUE

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

Federal Revenue

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

Fundraising

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

**Budget Component
Proposed Middle School**

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

**Budget Component
Proposed Middle School**

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

Budget Component
Proposed Middle School

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

**Budget Component
Network Roll-up**

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

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

Budget Component
Network Roll-up

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

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

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

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

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

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

CASH FLOW SUMMARY

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

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

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

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

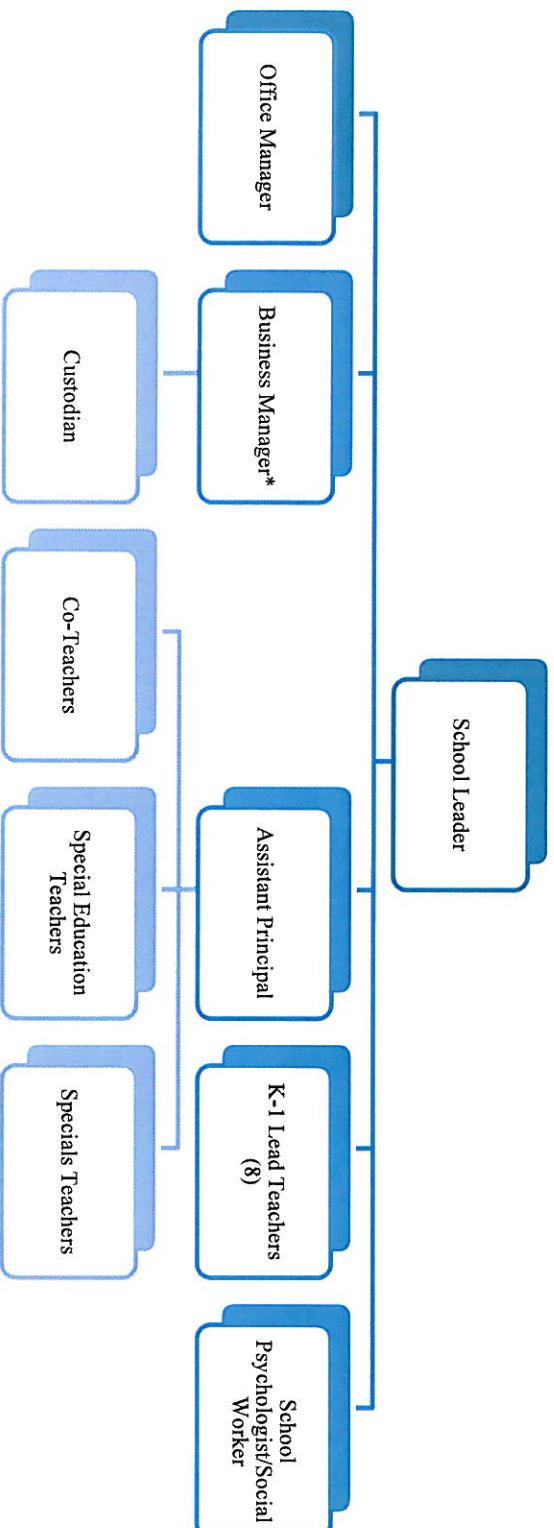
Cash provided by (used in) Financing Activities

CASH SURPLUS (DEFICIT)	\$117,338	(\$610,450)	(\$275,816)	(\$357,545)	(\$260,912)	\$569,343	\$1,442,251	\$1,637,832	\$759,777	\$973,726
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Beginning Cash	\$4,532,716	\$4,650,054	\$4,039,604	\$3,763,788	\$3,406,243	\$3,145,331	\$3,714,674	\$5,156,925	\$6,794,757	\$7,554,534
ENDING CASH	\$4,650,054	\$4,039,604	\$3,763,788	\$3,406,243	\$3,145,331	\$3,714,674	\$5,156,925	\$6,794,757	\$7,554,534	\$8,528,260

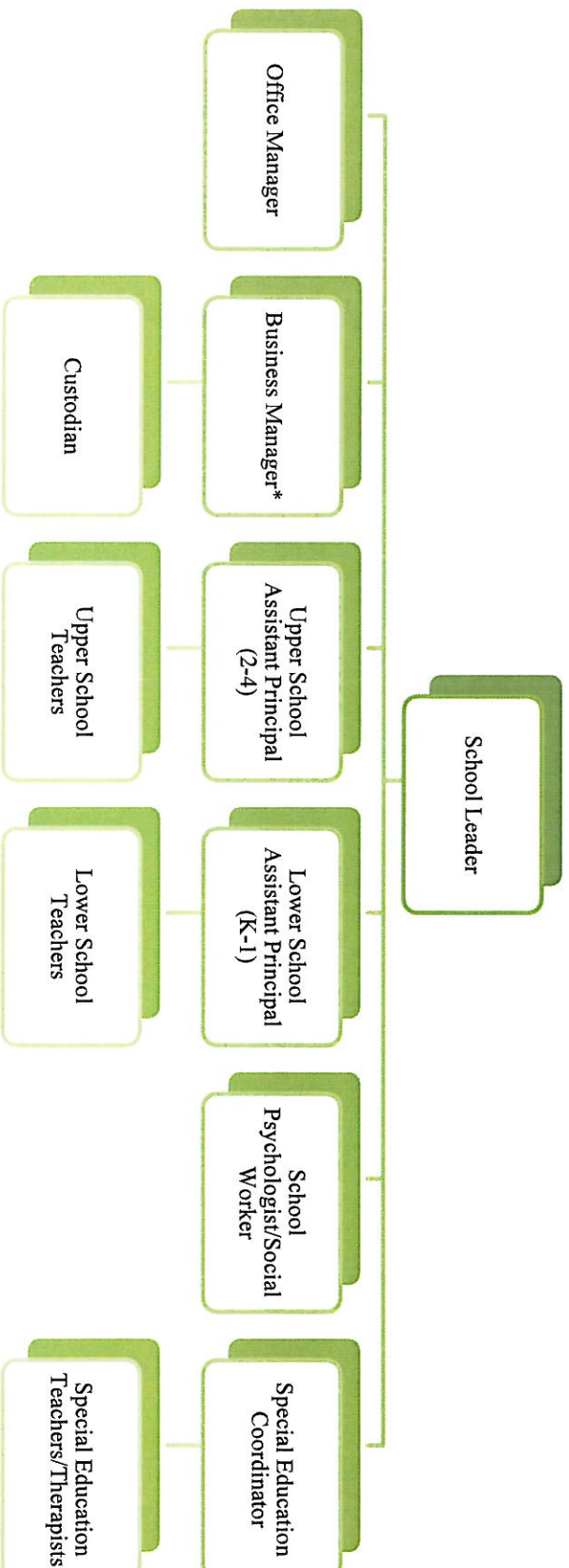
Per Pupil Spend \$ 14,204.77 \$ 12,977.26 \$ 13,142.17 \$ 12,878.27 \$ 12,561.03 \$ 12,453.29 \$ 12,239.85 \$ 12,272.43 \$ 12,383.99 \$ 12,576.82

**KIPP Nashville Primary
School Level Org Chart
Year 1 (K-1)
(2017-18)**



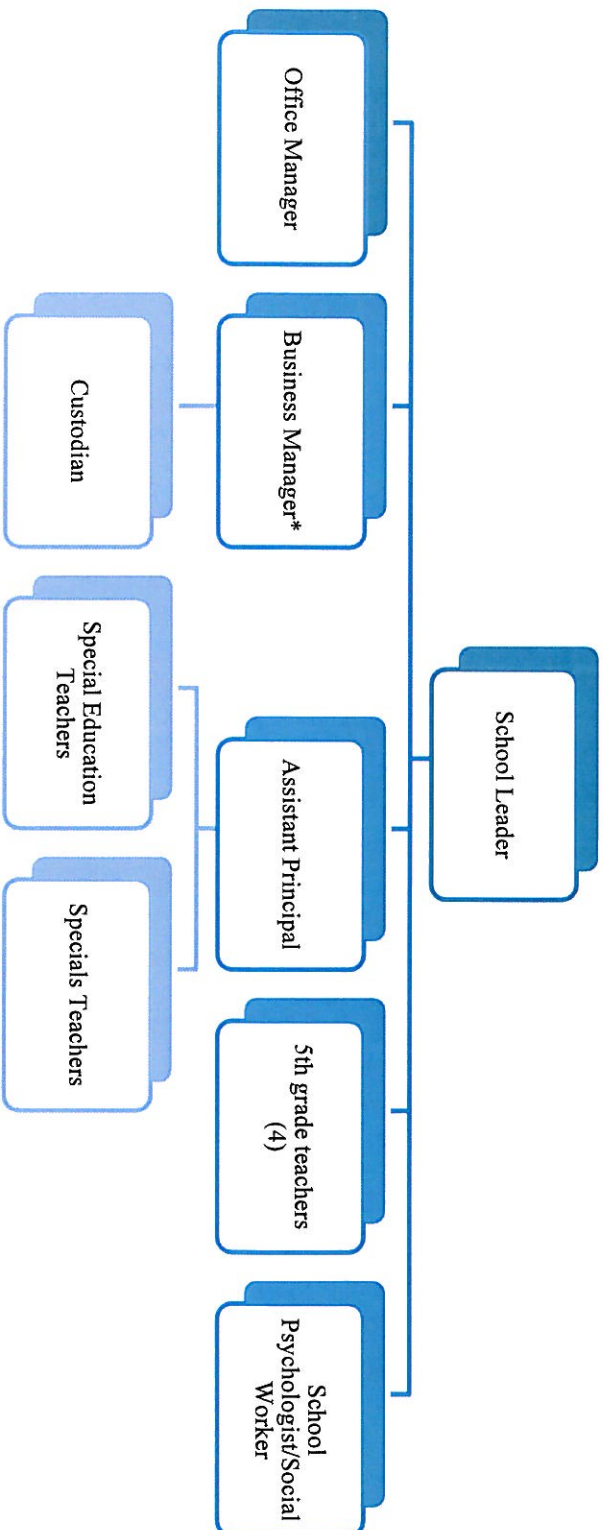
**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

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



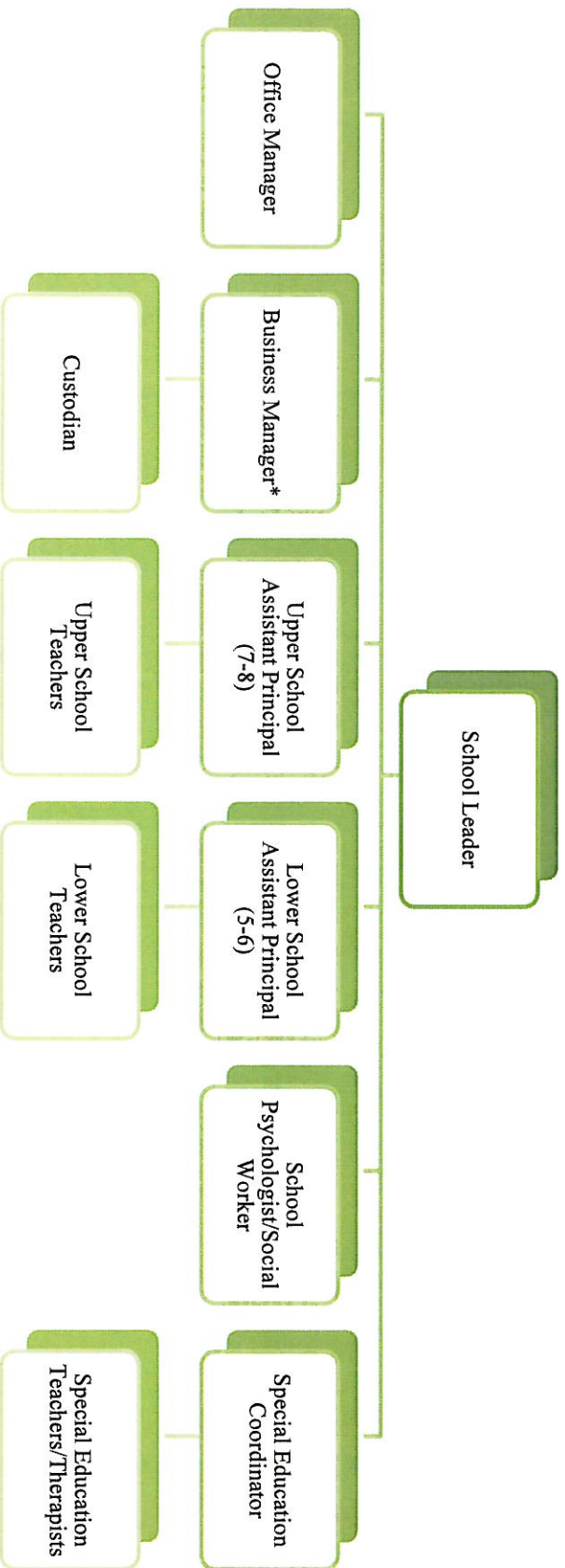
**Note that the business manager has a dotted line relationship to the KIPP Nashville Director of Operations*

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



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

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



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

7/6/2015

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

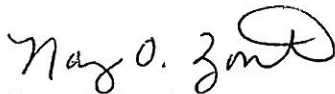
Dear Anika,

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

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

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

Sincerely,



Nancy O Zoretic
Senior Vice President
Pinnacle Financial Partners



KIPP Nashville

Rising to the Challenge
2014 Annual Report

Creating a Vibrant, College-Going Culture in East and North Nashville



We Are KIPP Nashville,

part of a national network of free, open-enrollment, college-preparatory public schools dedicated to preparing students in academically underserved communities for success in college and life.

Welcome

November 2014

Dear Team and Family,

2014 has been an exciting and productive year for KIPP Nashville. With 645 students currently enrolled in two middle schools and one high school, and two elementary schools in the pipeline, we have made great strides toward our goal of creating a vibrant, college-going culture in East and North Nashville.

As you will see in this report, our KIPPsters continue to thrive academically, outpacing our peers citywide by almost every measure. However, the attribute that inspires us most of all, character, cannot be quantified or graphed. Character is measured by eager hands in class, the show of respect and camaraderie in the hallways and cafeteria, extending oneself beyond what is expected, and finding success and challenges along the way. These acts are among the many we see daily, and they are the signs of leaders and scholars in the making.

We are grateful for the tremendous encouragement from our families, the communities we serve, and the hundreds of volunteers who help us in so many ways. Without this support, our KIPP family would not be able to “rise to the challenge” every day, and we thank you for your belief in us.

Your support has never been so visible as it was on August 12 at our Highland Heights ribbon-cutting ceremony. This day was a highlight for the entire KIPP family, not only because of the new facility and the opening of our high school, but also because we were able to witness firsthand the larger community’s belief in our work. Civic, business and neighborhood leaders

surrounded an original KIPPster as she charged our founding ninth-grade class to build on the opportunity and legacy they have been given. Best of all, however, was the outpouring of support from our attending KIPP families.

This family and community support is tantamount to our success going forward. At present, there is a loud and confusing debate surrounding charter schools in Nashville. It is our goal to foster a spirit of cooperation and understanding among all of our public schools, be they traditional, magnet or charter. We must unite in the spirit of doing what’s best for our families and children and together understand that there is no one right way to go about education. We must work together, learn from each other and share our resources to continue to improve public education in Nashville. While success stories from every school abound, they serve little purpose without understanding how they play into the broader framework of our education system. We have a friend who likes to say: lower the volume and elevate the discussion. We think he is right.

In this spirit, we offer you a portrait of our successes and challenges from the year. Transparency and feedback are integral to our culture and essential for our continued success. We hope you will share your thoughts with us, as always. Thank you for your trust and support.

Onward,

Randy Dowell,
Executive Director

Jim Flautt,
Board Chair

KIPP Nashville

Our Vision

One day every student in Nashville will have access to a college-preparatory public school seat.

Our Mission

Cultivate in our students the character and academic skills needed to succeed in top colleges and life beyond.

Valued Traits

Integrity, Optimism, Zest, Grit, Social Intelligence, Gratitude, Focus on Results

What We Do

KIPP Nashville prepares students for success by placing them on a path to more opportunities and choice in life through education. From the moment they enroll, KIPP students become part of a college-going culture that teaches and reinforces the scholarly skills and habits needed for success in college and life. Our students develop the academic skills needed to succeed in school and the character and habits needed for an opportunity-filled life. Our KIPP Through College program supports students and alumni as they navigate high school, prepare for college entry, and work hard on their journey through college.

Our Schools

High School

KIPP Nashville Collegiate High School, Opened 2014

Middle Schools

KIPP Academy Nashville, Opened 2005

KIPP Nashville College Prep, Opened 2013

Elementary Schools

KIPP Academy Nashville Primary, Opening 2015

KIPP Nashville College Prep Primary, Opening 2015

About This Report. The data gathered in this report reflects middle schools KIPP Academy Nashville and KIPP Nashville College Prep. KIPP Nashville Collegiate High School (which opened in August 2014) will be included in next year's report. On the following pages, we will share KIPP Nashville's answers to **Six Essential Questions.** These questions guide the direction of all 162 KIPP schools across the country and help us know whether or not we are meeting our commitment to our students.

1. Are we serving the children who need us?
2. Are our students staying with us?
3. Are our students progressing and achieving academically?
4. Are our alumni climbing the mountain to and through college?
5. Are we building a sustainable people model?
6. Are we building a sustainable financial model?





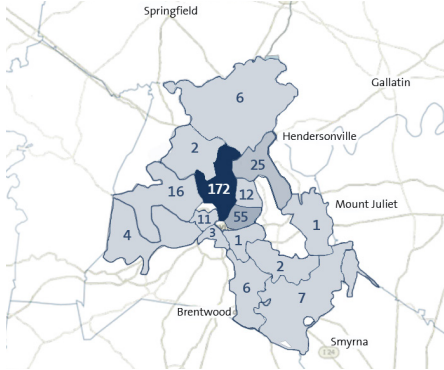
Demography

Male **52%**
 Female **48%**
 Receiving Special Education Services **15%**
 Receiving Free or Reduced-Price Meals **88%**
 English Language Learners **2%**

Enrollment

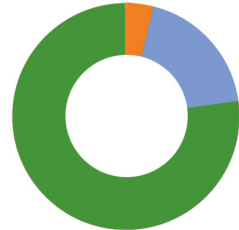
KIPP **323**
 ACADEMY NASHVILLE Grades 5-8
KIPP **90**
 NASHVILLE COLLEGE PREP Grade 5

Geography



The schools of KIPP Nashville are similar to neighborhood schools, with the vast majority of our students coming from the closest few zip codes.

Ethnicity



Black or African American (79%)
 Hispanic or Latino (17%)
 White (4%)

(Data represent 2013-14 KIPP Academy Nashville and KIPP Nashville College Prep combined)



Student Retention



KIPP:
ACADEMY NASHVILLE

Retention (88%)
Attrition (12%)



KIPP:
NASHVILLE COLLEGE PREP

Retention (89%)
Attrition (11%)

Daily Attendance

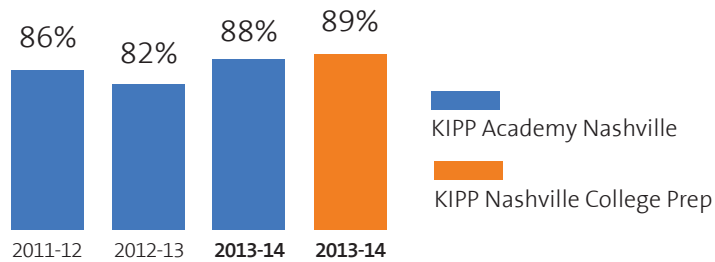
98%

KIPP:
ACADEMY NASHVILLE

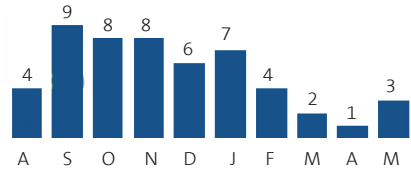
95%

KIPP:
NASHVILLE COLLEGE PREP

Student Retention Over the Past 3 Years



**Student Attrition
August - May**



At KIPP Nashville, we believe all students *will* learn. We know our students need more time in the classroom, and we believe that the longer students stay with us, the more successful they will be in college and in life.

In the 2013-14 school year, the heaviest attrition occurred in the fall semester. Parents and families cited concerns about academics and curriculum, as well as school culture and discipline, as the top reasons for leaving KIPP. The greatest attrition continues to occur in 5th grade. Springtime attrition and dismissals are down from the previous year.

To ensure our students stay with us, teachers and School Leaders are providing supports such as parent advocates and individualized interventions for students struggling with academics or behavior. In addition, teams are working hard to maintain positive and open communication with parents and families.

Reasons for Student Attrition



- Concerns about academics or curriculum (27%)
- Concerns about school culture or discipline (17%)
- Transportation issues (15%)
- Dismissal (13%)
- Moving out of the area (12%)
- Unknown or Other (16%)

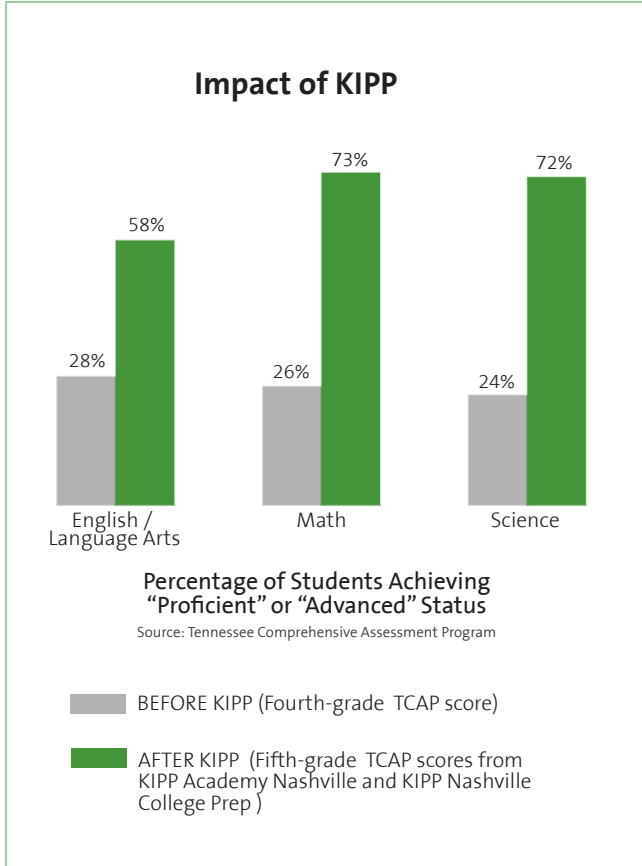
84%

of KIPP Academy Nashville eighth-graders who were promoted to the ninth grade matriculated at KIPP Nashville Collegiate High School.



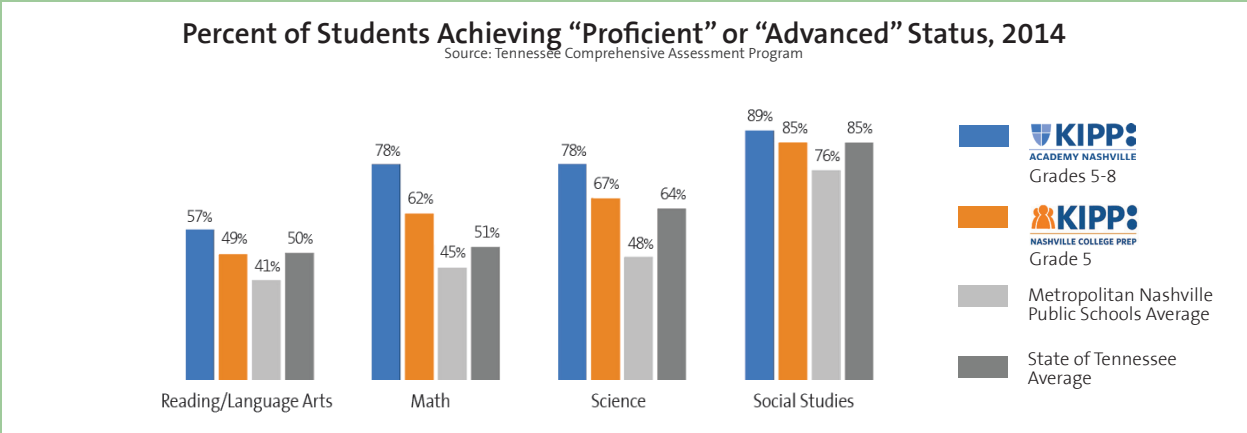
My goal is to get my master's degree in engineering with honors. Collegiate will help me achieve these goals by setting me on a path to become an open-minded problem-solver and strong thinker.

*— Shelby
Founding Class of 2018
KIPP Nashville Collegiate High School*

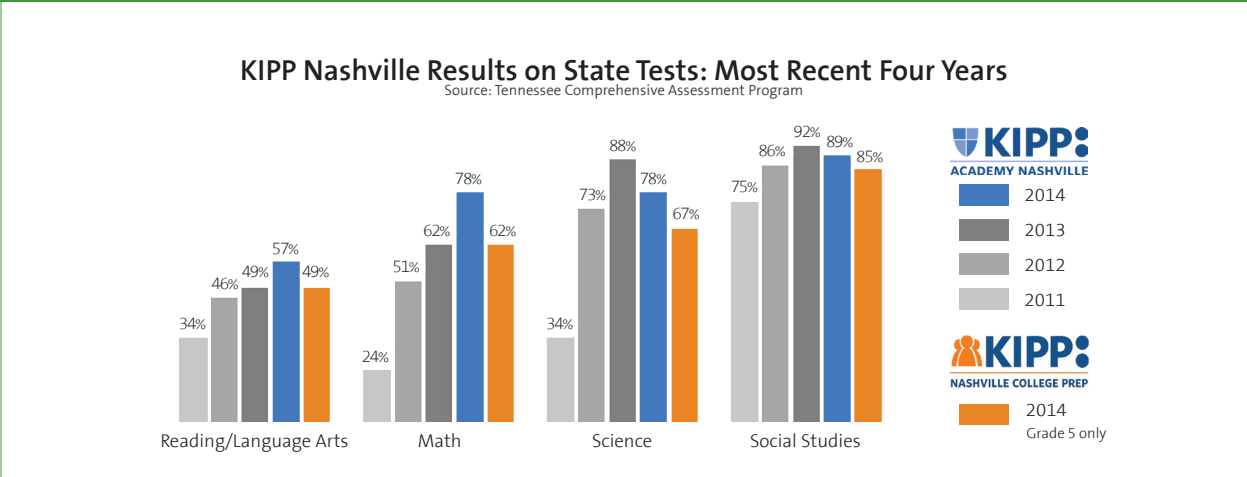


KIPP Academy Nashville was named by the State Collaborative on Reforming Education (SCORE) as one of only three finalists for The SCORE Prize, which recognizes public schools for their exemplary leadership in student learning and commitment to student outcomes and academic achievement. In addition, KAN was named a Tennessee Reward School (in the top 5 percent for academic progress) and had the top growth in reading and math among all Nashville public middle schools. KAN students' reading scores improved for the fifth straight year.

KIPP Nashville College Prep anchors KIPP's growth to serve Northeast Nashville. The middle school's founding class (fifth-graders) experienced a successful first year with students meeting or exceeding MNPS and state test score averages in fifth-grade math, science, and social studies.



In the 2013-14 school year, KAN exceeded MNPS and state test scores in all four subjects. In its founding year, KNCP met or exceeded MNPS and state test scores in fifth-grade math, science, and social studies.

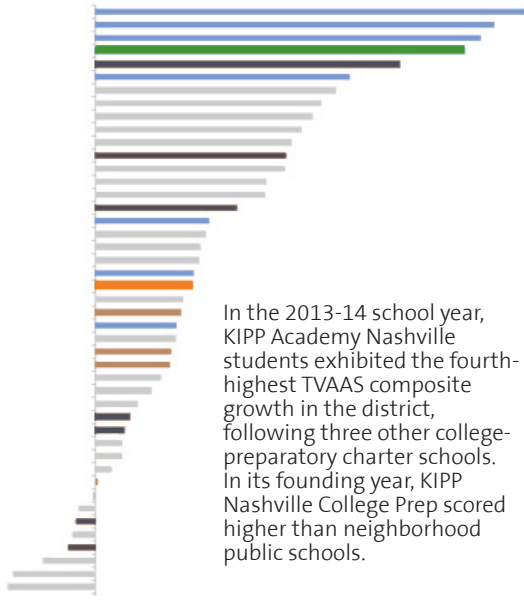


In the 2013-14 school year, KAN demonstrated continued growth in reading/language arts and math. KNCP showed strong performance in its first year of operation

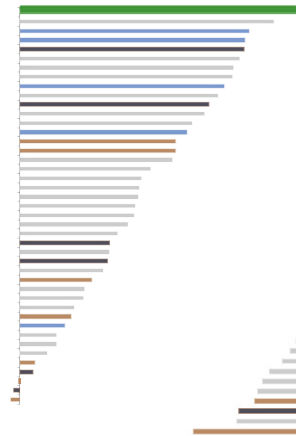
TVAAS Scores for all Metropolitan Nashville Public Schools

The Tennessee Value-Added Assessment System (TVAAS) measures the impact schools and teachers have on students' academic growth. Specifically, TVAAS measures how much learners grow in one year.

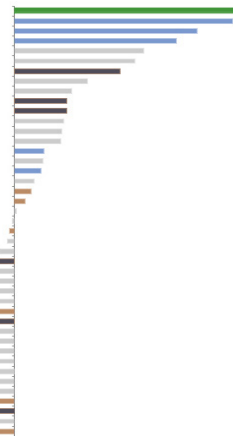
TVAAS Composite of All Subjects Tested



TVAAS Math



TVAAS Reading



KIPP Academy Nashville exhibited greater student growth than any other MNPS school in math and reading.

- KIPP Academy Nashville
- KIPP Nashville College Prep
- Other College Prep Charter Schools

- Magnet Schools
- Neighborhood Public Schools
- Other Nashville Public Schools





This fall, KIPP Nashville sent its second group of students to college.

KIPP Through College counselors support students and alumni as they navigate high school, prepare for college entry, and work hard on their journey through college. The KIPP Through College Program helps our students learn and grow by providing:

- High School Graduation Support
- Counseling and Application Support for College Entry and Financial Aid
- College Success Support
- Career Counseling and Exploration

KIPP Nashville Alumni Are Currently Freshmen and Sophomores at the Following Institutions of Higher Learning

Nashville Area

- American Baptist College
- Belmont University
- Genesis Career College
- Middle Tennessee State University
- Nashville State Community College
- Tennessee College of Applied Technology
- Tennessee State University
- Volunteer State Community College

Tennessee

- Carson-Newman University, Jefferson City
- King University, Bristol
- Maryville College, Maryville
- Rhodes College, Memphis
- The University of Tennessee, Chattanooga

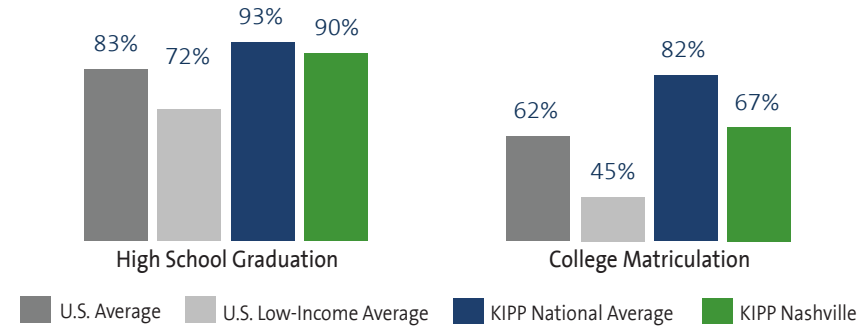
Out of State

- Boston University, Boston MA
- Florida State University, Tallahassee FL
- Oglethorpe University, Atlanta GA
- SAE Institute of Applied Technology, Chicago IL
- Western Kentucky University, Bowling Green KY

MEMBERS OF THE FOUNDING CLASS OF KIPP NASHVILLE WILL GRADUATE FROM COLLEGE IN 2017.

Percent of Students Completing High School and Entering College

Source: KIPP Foundation 2013



81%

of KIPP Nashville's first class to enter college persisted through the full first year.



KIPP Nashville's New High School

In August 2014, KIPP Nashville Collegiate High School welcomed over 80 percent of last year's KIPP eighth-graders to its founding class of 108 students. The first semester was highlighted by a strong school culture, a growth mindset, strategies to diminish the digital divide, and the first class of a unique, four-year college-readiness program. Sports,

arts programming, and clubs are beginning this winter. KNCHS gives students in East and North Nashville the opportunity to seamlessly continue the high-quality education and college-going culture they experienced at KIPP Academy Nashville and KIPP Nashville College Prep—as they climb the mountain to success in college and beyond.



The August 2014 ribbon-cutting ceremony was officiated by Nashville Mayor Karl Dean and KIPP Nashville leaders and alumni, as well as representatives from the US House of Representatives, the State Senate and General Assembly, the Metro Nashville City Council, Dr. Jesse Register and the MNPS School Board, and community leaders.

Our school exists to serve those students who haven't previously had a viable college-preparatory option. It is our hope that the high school will serve as a proof point of what the students of East and North Nashville are capable of when given the opportunities we will provide.

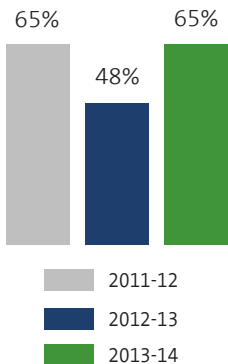
—Jake Ramsey
Founding School Leader
KIPP Nashville Collegiate
High School



Faculty Demography and Ethnicity



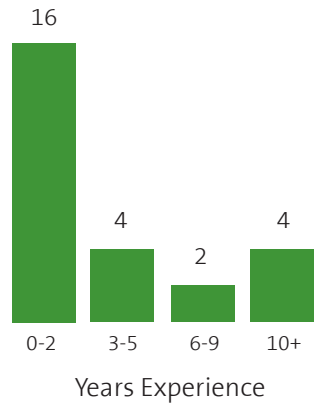
Percent of Faculty Retained from the Previous Year
(KIPP Academy Nashville Only)



26
Total Faculty

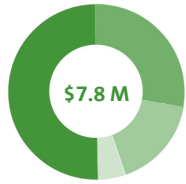
1.7
Average Years Taught at KIPP

Faculty Experience Level



Since I started at KIPP Nashville 10 years ago, I've grown as a manager and as a teacher. As teachers, we get feedback and constant opportunities for professional development. We share best practices, find what works, and have the freedom to implement it.

—Misty Caldwell
Fifth-Grade Math Teacher, Team Leader
KIPP Academy Nashville



Inflows

- \$3,911,088 District Funding (50%)
- 1,291,585 Federal and State Funding (17%)
- 2,229,327 Contributions (28%)
- 386,373 Other (5%)



Outflows

- \$3,716,694 Personnel (58%)
- 1,312,407 School-Based (20%)
- 741,231 Occupancy (12%)
- 658,531 Other (10%)

KIPP intentionally grows schools one grade at a time. Opening four schools in the next four years with this intentional philosophy will be a challenge for our operational cash flow. In years one and two of our growth we will surplus money through fundraising to meet this cash flow challenge through the year 2020.

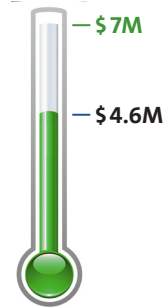
Per-Pupil Funding

From State and Local Sources

2013-14
\$9,100

2014-15
\$8,700

The education landscape of Nashville changes annually, and sometimes even faster. We are currently monitoring a downward trend in per-pupil allocation that could impact our financial model if it continues. KIPP Nashville still plans to be financially self-sustainable with 3,000 students in FY 2020.



KIPP Nashville is mid-way through a two-year campaign to raise \$7Million for our regional growth.

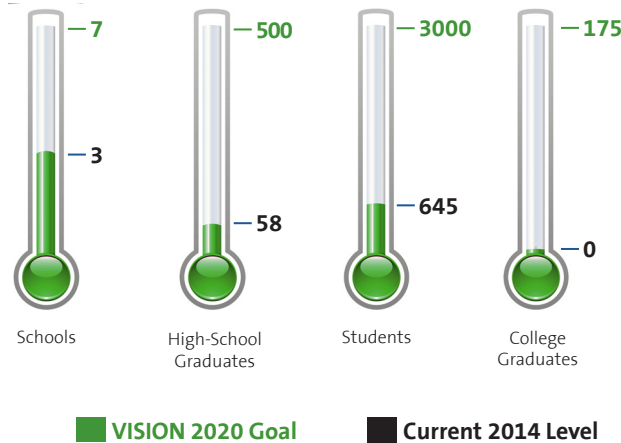


I believe in KIPP because I believe in the real American dream, with every child having the right to a good education, no matter what their family background or part of town they come from. The KIPP K-12 pathway to college gives us the opportunity to provide the highest quality education to 20% of students in East and North Nashville, creating real and positive change in those communities and our city as a whole. I will do everything I can to support that.

— Elizabeth Dennis
Campaign Donor, KIPP Nashville Board Member

VISION 2020
7 Schools (K-12) **3000** Students **500+** High-School Graduates **175+** College Graduates

2013-14 Progress Toward Vision 2020 Goals



Where We Are Going:

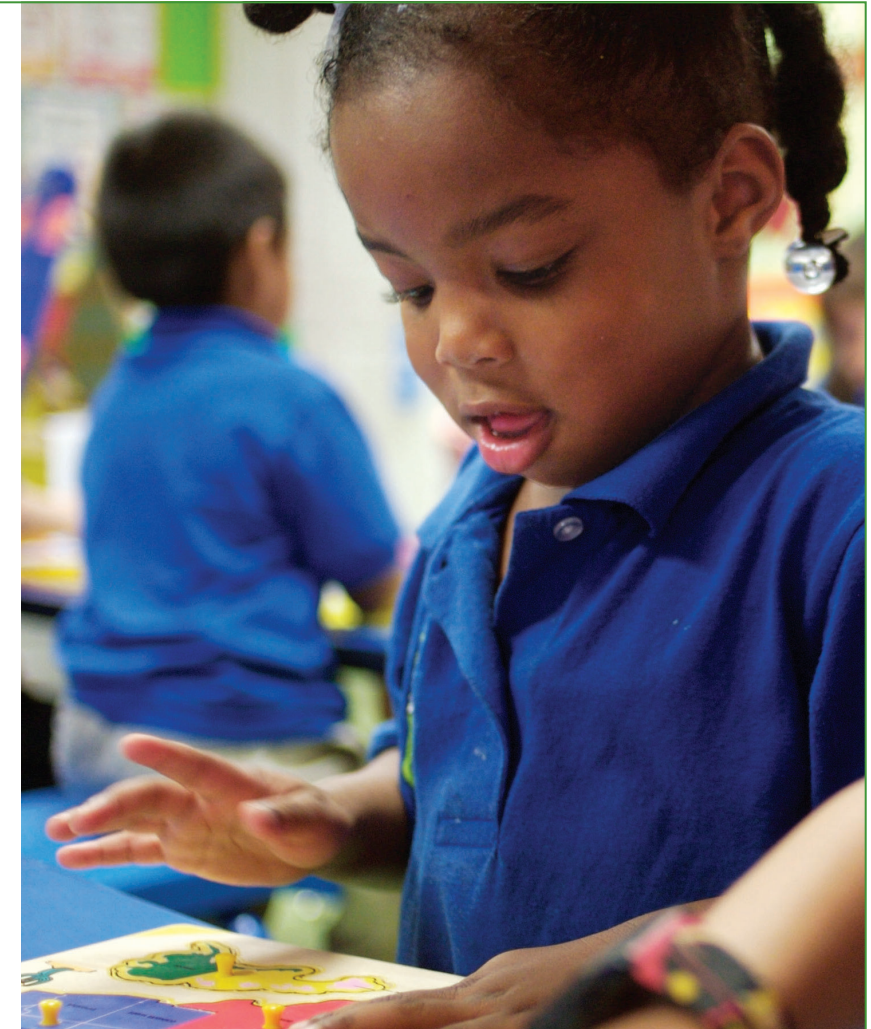
- Growing from 1 middle school in 2005 to 7 schools
- Kindergarten through high school, college-preparatory path
- From 330 Students to more than 3,000, serving 1 of every 5 students in our community
- Self-sustaining, K-12 network of schools by seventh year of growth in 2019-2020
- At full buildout, KIPP will quadruple the college-readiness rate for graduates in East and North Nashville
- \$7 million of private funding needed

KIPP Nashville is on track to meet our VISION 2020 goals.

**Opening
Fall 2015**

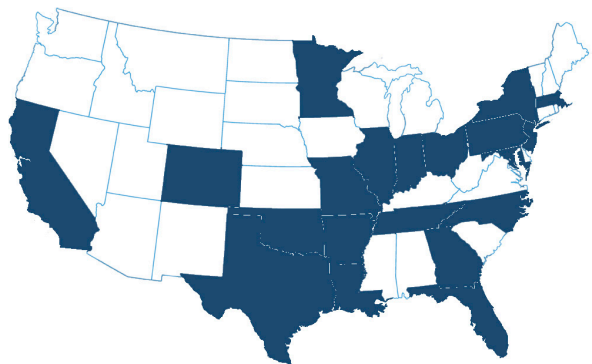
**KIPP Academy
Nashville Primary**

**KIPP Nashville
College Prep Primary**





is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life.



58,000 students in
162 KIPP schools in
20 states
and the District of Columbia

KIPP began in 1994 with a powerful idea: to create a classroom that helped children develop the knowledge, skills, character, and habits necessary to succeed in college and build a better tomorrow for their communities. All KIPP schools share a core set of operating principles, the Five Pillars, which include:

- High Expectations
- Choice and Commitment
- More Time
- Power to Lead
- Focus on Results

Today, KIPP is transforming the future for thousands of children and families across the country.



KIPP Nashville is thankful to be a part of the KIPP national network of schools. Our teachers and leaders benefit from our partnership in a number of ways, including:

KIPP School Leadership: The KIPP Foundation provides opportunities for leadership growth at every level. KIPP School Leadership Programs meet the needs of all levels of the leadership pipeline, from grade level chairs to regional leaders. KIPP also provides a prestigious, year-long program, The Fisher Fellowship, which prepares individuals to found and lead a new KIPP school in an academically underserved area.

College Connections & Ambassadors: Two ways in which KIPP leverages its national network to support KIPPsters in college across the country. College Connections allows KIPPsters to identify other KIPPsters on campus and build personal networks. College Ambassadors identifies and trains leaders within the KIPP cohort to provide programming and support for KIPPsters in overcoming academic, social, and emotional challenges in college.

Curriculum & Instruction Support: Through the KIPP Foundation, we have access to curriculum and instructional supports such as unit plans for teachers and coaching models for administrators. In addition, KIPP provides opportunities to collaborate on instructional leadership with people across the national network in order to maximize student achievement.

National Demography

95% of students are Latino or African-American.

88% of students come from low-income families, i.e., eligible for free or reduced-price meals.

National Success

93% of KIPP classes outperform their local districts in reading by the end of eighth grade.

89% of KIPP classes outperform their local districts in math by the end of eighth grade.

82% of KIPP eighth-grade alumni go on to college.

To the KIPP supporters, board members, volunteers, and community members, thank you for being champions for me and all the other students in North and East Nashville. Thank you for walking alongside me as I pursue my dream of a college education.

— LaTrya Gordon
KIPP Nashville Founding Class
Belmont University, Class of 2017

KIPP Champions

Thank You For Connecting KIPP Nashville To The Community

Asurion	David Green	Gina & David Stansell
Grace Awh	Charles Grummon	Perian Strang
Jean Ann Banker	Claire & Jim Gulmi	Eric Strickland
Lauren Brooks	Kent Kirby	Charles Sueing
Daphne & Rawls Butler	Rick Martin	Yvonne Sullivan
Denise Davis	Felice McCoy	Don Taylor
Bill DeLoache	Karen Moore	Rick Theobald
Elizabeth & Bob Dennis	Nissan / Vicki Smith	Larry Trabue
Chris Dowdy	Rick Olszewski	Mimi & Charles Vaughn
Tim Downey	Ann Pruitt	Jimmy Webb
Townes Duncan	Greer Redden	Rob Wilson
Rob Elliott	Amy Liz Riddick	Fleming Wilt
Kate Ezell	Kate Satz	Rich Wolfson
Jim Flautt	William Seibels	Pam & Tom Wylly
Camiqueka Fuller	Rachel & Will Ed Settle	Nancy Zoretic
Genesco / Claire McCall	Brad Smith	
Drew Goddard		

Board of Directors

Thank You For Your Leadership

Jim Flautt, Chair	Rob Elliott	Brad Smith
Daphne Butler	Camiqueka Fuller	Rick Theobald
Elizabeth Dennis	Drew Goddard	Larry Trabue
Chris Dowdy	Felice McCoy	Rob Wilson
	Will Ed Settle	Rich Wolfson

Volunteers

Thank You For Giving of Yourselves Throughout the Year

477 volunteers have given **3,000+ hours** of their time, worth a value of **more than \$60K.**



KIPP:Nashville

Work hard. Be nice. Be honest.

HIGH SCHOOL

KIPP Nashville Collegiate High School, Opened 2014

MIDDLE SCHOOLS

KIPP Academy Nashville, Opened 2005 . KIPP Nashville College Prep, Opened 2013

ELEMENTARY SCHOOLS

KIPP Academy Nashville Primary, Opening 2015 . KIPP Nashville College Prep Primary, Opening 2015

KIPP Nashville

P.O. Box 78126 . 123 Douglas Avenue . Nashville, TN 37207
615.226.4484 . www.KIPPNashville.org



Follow us @KIPP_Nashville





Annual Report 2013

Blazing the Trail

Creating a Vibrant,
College-Going Culture
in East and North Nashville



We Are Blazing the Trail

- To the high-quality public education the students of East and North Nashville deserve
- To colleges and universities that will equip our students for opportunity-filled lives,

We Are KIPP Nashville

creating a vibrant, college-going culture in East and North Nashville.



September 2013

Dear Team and Family,

July 18, 2005 was a special day in my life. That day nine years ago, a group of trailblazing 5th graders entered middle school as KIPP Academy Nashville's first class of students. They stepped forward into an adventure whose twists and turns we could never have predicted.

Although we had been told that what we were attempting was not possible, we have proved the possible and fulfilled promises we made to each other that hot July day. We entered that day as a group of individuals who believed in a vision that all of us will learn and climb the mountain to and through college. We emerged four years later as a Team and a Family venturing to fifteen different high schools. Last month, this same group of KIPPsters continued to blaze trails continuing their journeys at eleven different colleges and the military. I, Randy, can think of few days of which I am more proud.

The trail that the Class of 2013 has blazed is now being followed by a second middle school, KIPP Nashville College Prep. Our original home, the Highland Heights facility, is being renovated to accommodate KIPP

Academy and KIPP Nashville Collegiate High School. We also have been approved to open an elementary school, enabling us to create a K-12 college-preparatory pathway and laying the foundation to grow to serve 1 of every 4 students in our neighborhood and be a catalyst for the creation of a vibrant, college-going culture around our students. We have learned a lot in these last nine years and we have much more to learn, but we want to pause to say thank you, to share out our key results and to share our stories with the Team and Family.

Though I, Jim, was not at KIPP that first day, I am thrilled that we have the opportunity and privilege to serve our students. Not the right, but the privilege. From our school leaders, to our current staff, to the new teachers we're bringing in, to our support staff — I am just so excited about our team. Our students are working and growing, and so are we.

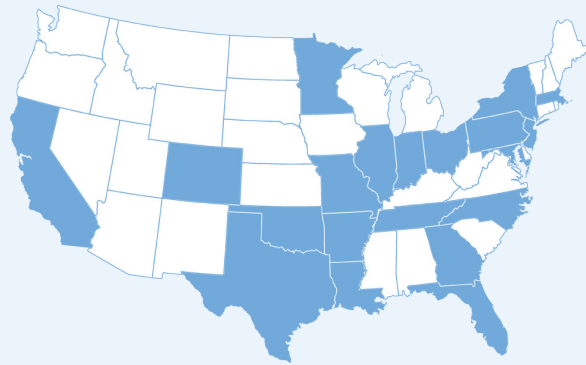
Throughout this report you will see places where we have succeeded and areas where we need to improve. You will see KIPP through different lenses, but we especially want to share with you a lens through which we evaluate our progress, KIPP's Six Essential Questions.

Thank you for being a part of our Team and Family!

Onward,

Randy Dowell,
Executive Director

Jim Flautt,
Board Chair



**50,000 students in
141 KIPP schools in
20 states
and the District of Columbia**

KIPP

Knowledge Is Power Program

is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life.

KIPP began in 1994 with a powerful idea: to create a classroom that helped children develop the

- **knowledge**
- **skills**
- **character**
- **habits**

necessary to succeed in college and build a better tomorrow for their communities.

Today, KIPP is transforming the future for thousands of children and families across the country.

All KIPP schools share

a core set of operating principles known as the Five Pillars:

High Expectations

KIPP schools have clearly defined and measurable high expectations for academic achievement and conduct that make no excuses based on the students' backgrounds. Students, parents, teachers, and staff create and reinforce a culture of achievement and support through a range of formal and informal rewards and consequences for academic performance and behavior.

Choice and Commitment

Students, their parents, and the faculty of each KIPP school choose to participate in the program. No one is assigned or forced to attend a KIPP school. Everyone must make and uphold a commitment to the school and to each other to put in the time and effort required to achieve success.

More Time

KIPP schools know that there are no shortcuts when it comes to success in academics and life. With an extended school day and year, students have more time in the classroom to acquire the academic knowledge and skills that will prepare them for success in college, as well as more opportunities to engage in diverse extracurricular experiences.

Power to Lead

The principals of KIPP schools are effective academic and organizational leaders who understand that great schools require great school leaders. They have control over their school budget and personnel. They are free to swiftly move dollars or make staffing changes, allowing them maximum effectiveness in helping students learn.

Focus on Results

KIPP schools relentlessly focus on high student performance on standardized tests and other objective measures. Just as there are no shortcuts, there are no excuses. Students are expected to achieve a level of academic performance that will enable them to succeed in college and life beyond.

National Demography



95% of students are Latino or African-American.



86% of students come from low-income families, i.e., eligible for free or reduced-price meals.

National Success



96% of KIPP classes outperform their local districts in reading by the end of eighth grade.



92% outperform their local districts in math.

83% of KIPP alumni go on to college.



Our Vision

One day every student in Nashville will have access to a college-preparatory public school seat.

Our Mission

Cultivate in our students the character and academic skills needed to succeed in top colleges and life beyond.

Valued Traits

Integrity, Optimism, Zest, Grit, Social Intelligence, Gratitude, Focus on Results

About This Report

Since 2005, KIPP Nashville has consisted of one school, KIPP Academy Nashville—until this year when we opened our second middle school, KIPP Nashville College Prep. We look forward to sharing data with you about each school as our region grows. All data provided in this report still refers to KIPP Academy Nashville.

What We Do

KIPP Nashville prepares students for success by placing them on a path to more opportunities and choice in life through education.

From the moment they enroll, KIPP students become part of a college-going culture that teaches and reinforces the scholarly skills and habits needed for success in college and life.

KIPP Nashville builds the academic skills our students need to succeed in school. KIPP students also develop the character and habits needed for an opportunity-filled life.

The Six Essential Questions

On the following pages, we will share KIPP Nashville's answers to Six Essential Questions. These questions guide the direction of all 141 KIPP schools and help us know whether or not we are meeting our commitment to our students.



Essential Question 1

Are We Serving the Children Who Need Us?

KIPP Nashville's vision is that one day every student in Nashville will have access to a college-preparatory public-school seat. Data from KIPP Nashville's 8-year history show:

- Our students start, on average, 2 to 3 grade levels behind on standardized tests.
- 90 percent of our students qualify for federal free or reduced-price lunch.
- Only 10 percent of community residents have college degrees.



332
Students



90% of students are eligible for free or reduced-price meals.



15% of students receive special-education services.



87% African American
9% Hispanic
3% White
1% Asian



52% Male
48% Female



At KIPP I am climbing the mountain to college. If it wasn't for the teachers at KIPP, I wouldn't be where I am today. Being a KIPPster is great!

Julia
Class of 2018

Essential Question 2

Are Our Students Staying With Us?

From our founding, we have always believed “all of us will learn.” We know that in order to achieve this vision, our students require more time in the classroom on both a daily and yearly basis. The 2012-13 school year had a higher student attrition rate than we

want to see. Moving our school location to a temporary facility and other transportation related challenges were the top reasons given for students leaving KIPP. To make sure our students stay with us, we are providing whole child supports, family outreach, extra-curricular activities and individualized academic support.

Daily Attendance



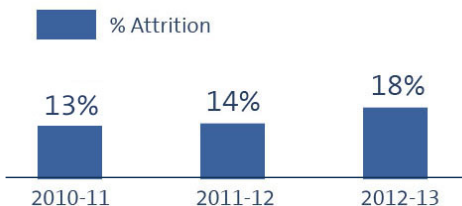
97%
of the student
body is in
attendance
each day

Yearly Retention

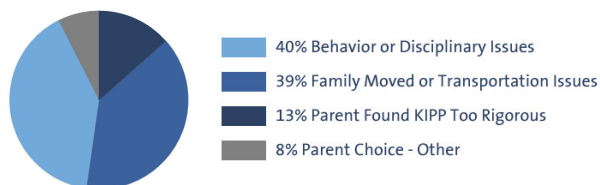


82%
of the student
body re-enrolls
at KIPP Nashville

Student Attrition: Last Three Years



Reasons for Student Attrition



As I pulled up to KIPP Academy Nashville for the first time to attend summer school, I was extremely unhappy. Little did I know that when I walked through those doors, I would begin to strive for excellence and learn things I didn't think possible to learn. At first the slanting (sitting up straight, paying attention), chanting and weird sayings, like “all of us will learn” were strange to me, however, now I find myself slanting and chanting without even thinking about it. I remember my teacher saying, “we will all climb the mountain to college” and I truly believe that. Now I constantly think about what college I would like to attend in 2018.

Being a KIPPster is amazing. Never in my 13 years have I ever seen such dedicated teachers who care so much about my education. In 2018, when I am wearing my graduation cap and gown, I will know in my heart that walking through those doors of KIPP made this day possible.

Timia
Class of 2018

Essential Question 3

Are Our Students Progressing and Achieving Academically?

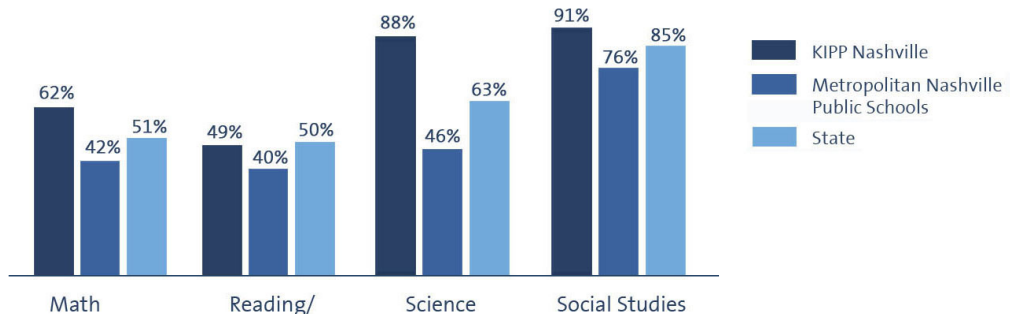


Education Consumers Foundation



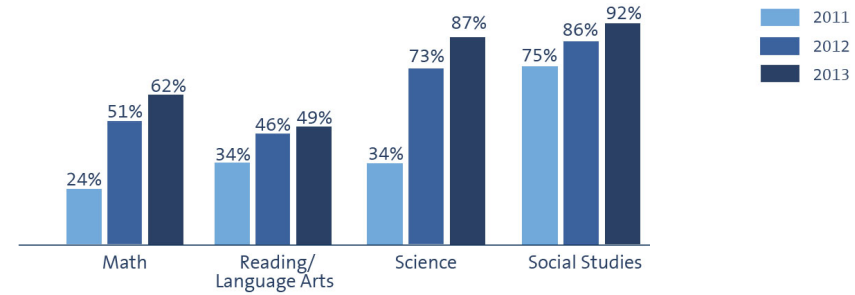
For the second consecutive year, KIPP Academy Nashville students exhibited stronger overall academic growth across all grades and subjects than any other middle school in Metropolitan Nashville Public Schools—including the top academic magnet school—according to the Tennessee Value-Added Assessment System. KIPP Academy Nashville was recognized as a Tennessee Reward School and by the Education Consumers Foundation for top student growth in Middle Tennessee.

State Test Results: By Subject



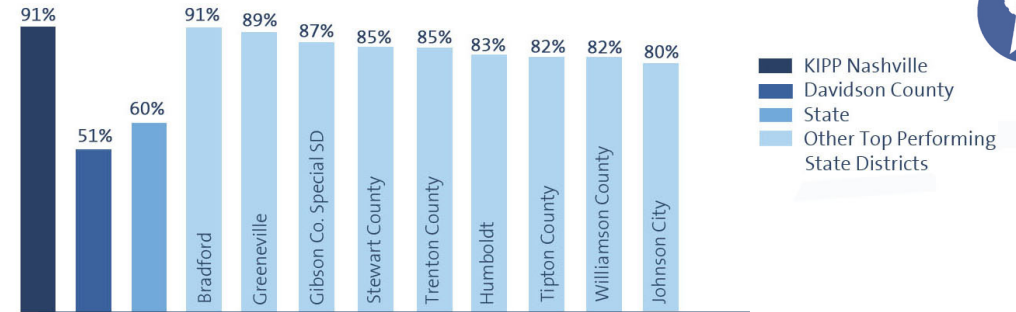
Continuing to exceed local and state averages, except the state reading average.

KIPP Results on State Tests: Last Three Years



Top composite student growth of all Nashville middle schools for the 2nd consecutive year.

KIPP Algebra I Proficiency v. Top Districts in the State



All KIPP Nashville eighth-graders take high-school algebra. KIPP students exceeded performance of the top Tennessee counties, including Williamson, on the state Algebra I test.

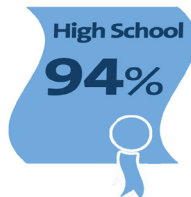
Essential Question 4

Are Our Alumni Climbing the Mountain To and Through College?

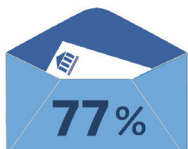
The 2012-13 school year saw our first group of KIPPsters matriculate into college. This group of trail-blazing KIPPsters, who completed 8th grade at KIPP in 2009, is truly proving the possible!

Our KIPP Through College program partnered with 24 volunteers to provide one-on-one support through the college application process this year. Many thanks to these volunteers and dedicated staff. Without them, our the Class of 2013 would not be blazing a new trail through college.

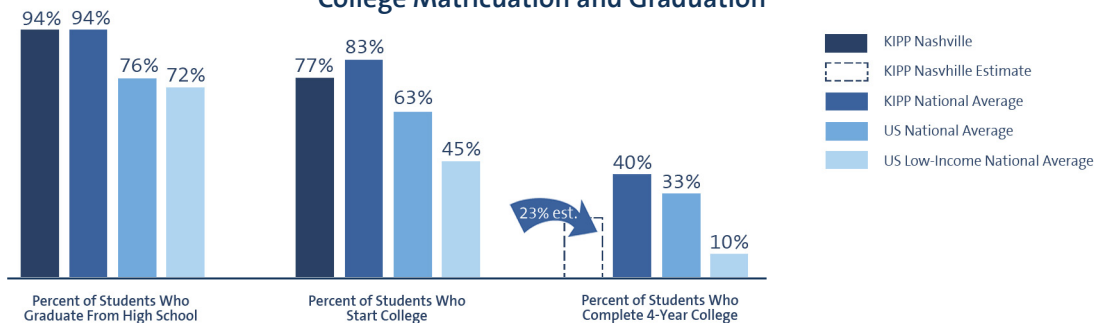
High School Graduation Rate



College Matriculation Rate (with 2 Students choosing to join the military)

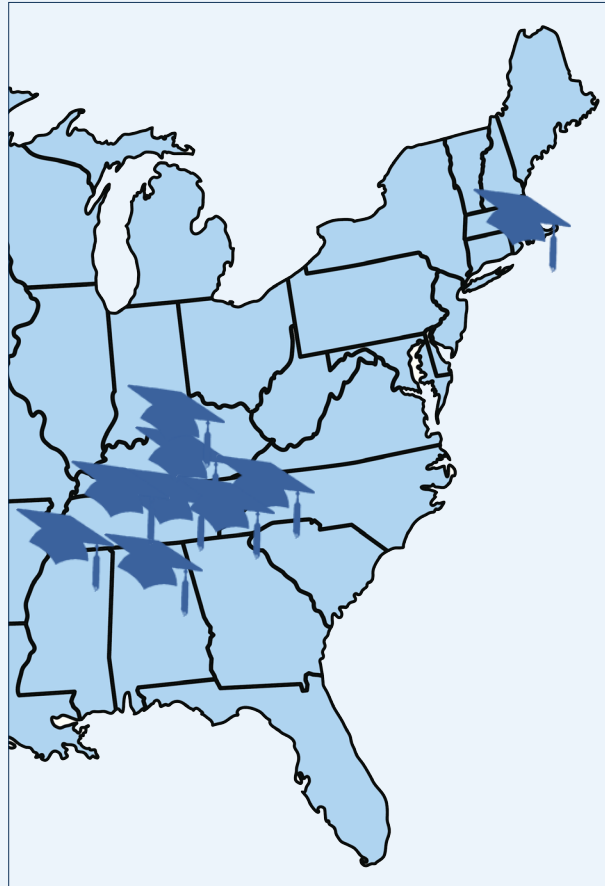


College Matriculation and Graduation



Essential Question 4 cont'd.

Congratulations to the founding alumni of KIPP Nashville who begin their college careers in Fall 2013



In Nashville

*Belmont University
Nashville State Community College
Tennessee State University*

In Tennessee

*Austin Peay University, Clarksville
Carson-Newman College, Jefferson City
King University, Bristol
Rhodes College, Memphis*

Out of State

*Alabama A&M University, Huntsville AL
Boston University, Boston MA
Hanover College, Hanover IN
Western Kentucky University, Bowling Green, KY*

High-School Placement

We assist our students and their families in the process of identifying and applying to high schools. We help them navigate the magnet lottery system and the open enrollment processes for public schools, as well as the application processes for private high schools, boarding schools, and related scholarship opportunities.

High-School Matriculation

Students from the most recent class to complete eighth grade at KIPP Academy Nashville matriculated into the following high schools:

- East Nashville Magnet School
- Hillsboro Comprehensive High School
- Hume Fogg Academic Magnet High School
- LEAD Academy
- Maplewood Comprehensive High School
- Montgomery Bell Academy
- Nashville Big Picture High School
- Nashville School of the Arts
- Pearl Cohn Entertainment Magnet High School
- Pope John Paul II
- St. Cecilia Academy
- University School of Nashville
- Whites Creek High School



In 2014, we will open our first high school, KIPP Nashville Collegiate High. The school will give students in East and North Nashville the opportunity to seamlessly continue the high quality education and college-going culture they experienced at KIPP Academy Nashville and KIPP Nashville College Prep as they climb the mountain to success in college and beyond.

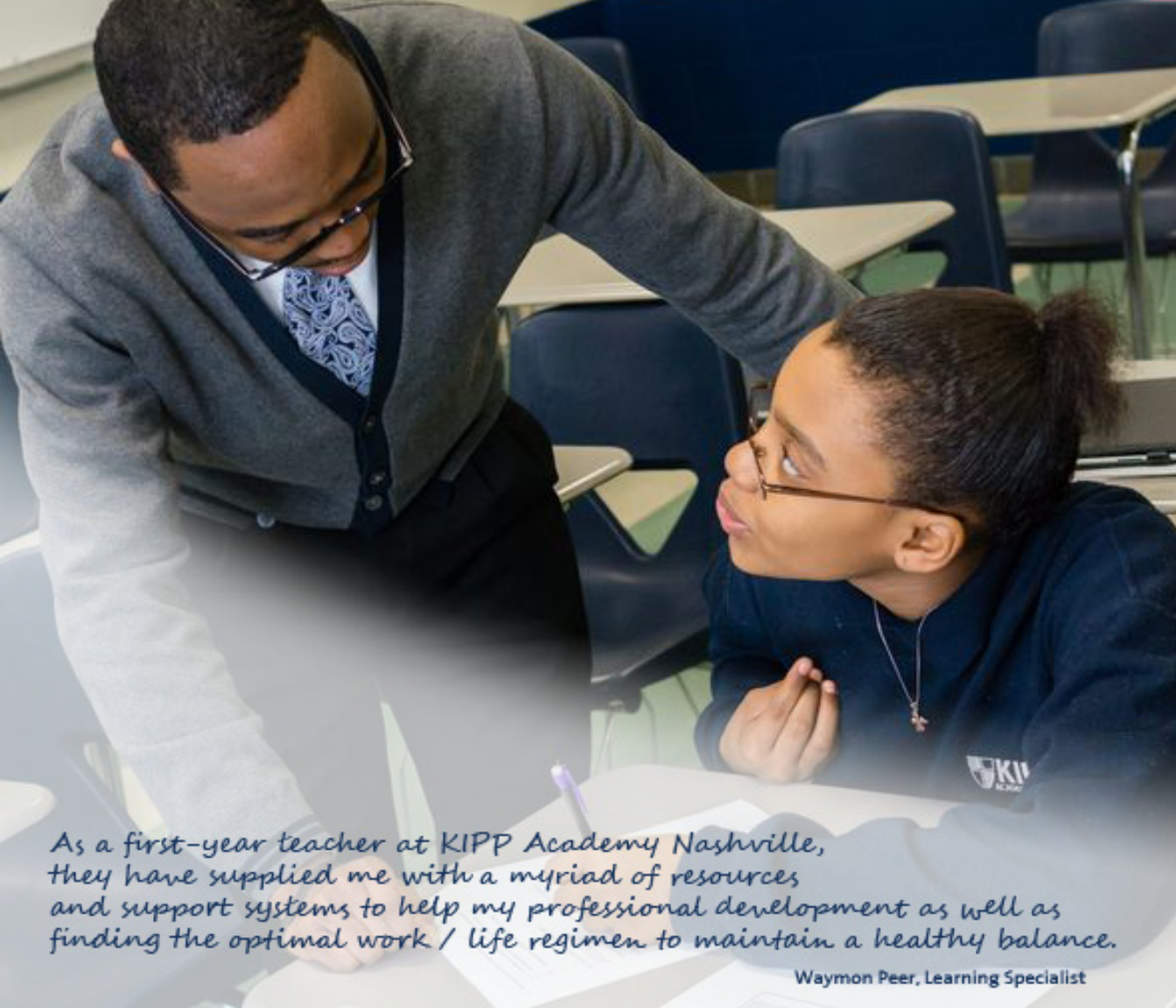
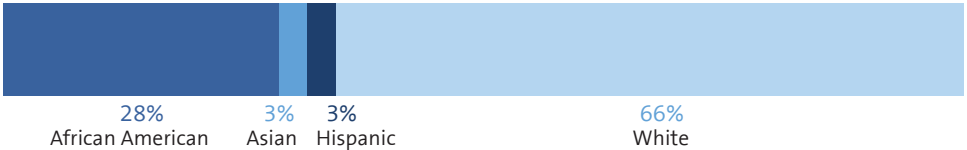
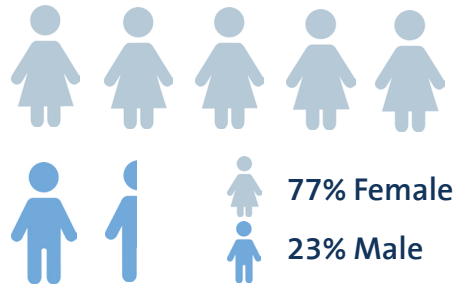
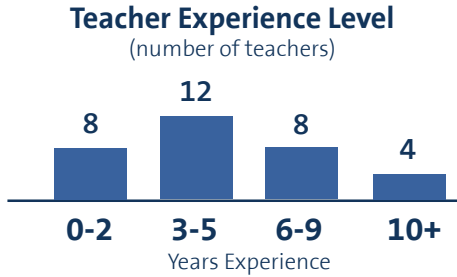
Essential Question **5**

32
Total Staff
2.09
Average Years Taught at KIPP

Are We Building a Sustainable People Model?

At KIPP Nashville, our teachers work as a team. They hold high expectations for students, both academically and behaviorally. Our teachers make promises to put students on the path to college, and we fulfill those promises by working together to build a strong and united school culture.

Who Are Our Teachers

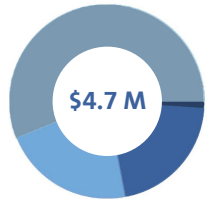


As a first-year teacher at KIPP Academy Nashville, they have supplied me with a myriad of resources and support systems to help my professional development as well as finding the optimal work / life regimen to maintain a healthy balance.

Waymon Peer, Learning Specialist

Essential Question 6

Are We Building a Sustainable Financial Model?



Inflows

\$2,789,140	District Funding (56%)
1,108,612	Federal and State Funding (22%)
1,027,406	Contributions (21%)
47,878	Other (1%)



Outflows

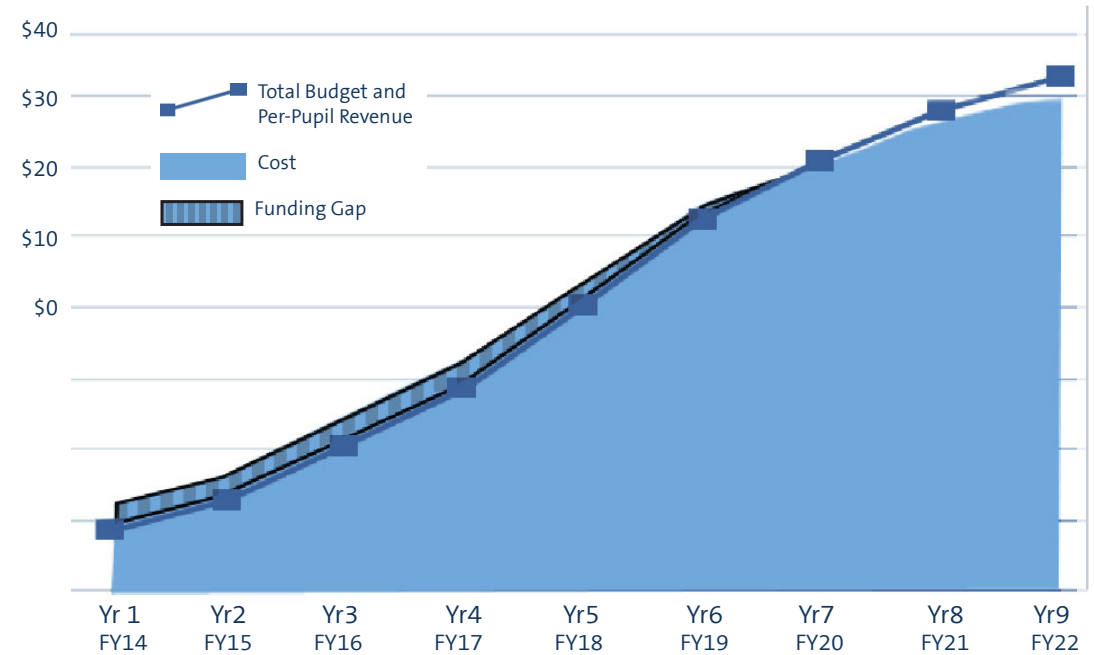
\$2,742,379	Personnel (70%)
540,671	Occupancy (14%)
317,810	School-Based (8%)
300,495	Other (8%)

KIPP intentionally grows schools one grade at a time. Opening five schools in the next five years with this intentional philosophy will be a challenge for our operational cash flow. In years one and two of our growth we will surplus money through fundraising to meet this cash flow challenge through the year 2020.

2020

Year that KIPP's core academic model becomes financially sustainable on state and local funds

\$ Millions



Beyond 2020, we will continue raising private funds either to support additional growth or to accentuate programming for our students.

The key to the future for both our community and our citizens is education. I invest in KIPP because it fills an important gap within our community that other public and private schools have not successfully addressed. All children and families deserve access to excellent school choices, and that's what KIPP Nashville offers.

Jimmy Webb, KIPP Donor

Vision 2020

- Growing from 1 middle school to 7 schools
- Kindergarten through high school, college-preparatory path
- From 330 Students to more than 3,000, serving 1 of every 4 students in our community
- Self-sustaining, K-12 network of schools by seventh year of growth in 2019-2020
- At full buildout, KIPP will quadruple the college-readiness rate for graduates in East and North Nashville
- \$7 million of private funding needed.

Blazing the Trail: Growing to Meet the Need



K-12 Network will serve 1 in 4 students in East and North Nashville.



First KIPP Nashville class enters college, 2013.



Fall 2012, school leader selected and facility renovation began.



KIPP Nashville College Prep Primary School

Awarded first elementary-school charter. School to open in 2015.



Opened second middle school July 2013.



Financially self-sustainable at 3,000 students in FY 2020.

KIPP: Nashville in 2020





Thank You
KIPP Champions

For Connecting KIPP Nashville To The Community

- | | |
|--------------------------|---------------------------|
| Asurion | Peggy Kinnard |
| Ross Booher | Rick Martin |
| Denise Boosalis | Felice McCoy |
| Daphne and Rawls Butler | Greer Redden |
| Denise Davis | Rick Scarola |
| Bill Deloache | William Seibels |
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| Rob Elliott | Don Taylor |
| Kate Ezell | Rick Theobald |
| Jim Flautt | Larry Trabue |
| Camiqueka Fuller | Rob Wilson |
| Genesco / Claire McCall | Rich Wolfson |
| Drew Goddard | Pam and Tom Wyllly |
| David Green | Nancy Zoretic |

I am thrilled that we have the opportunity and privilege to serve our students. Not the right, but the privilege. From our school leaders, to our current staff, to the new teachers we're bringing in, to our support staff — I am just so excited about our team. Our students are working and growing, and so are we.

Jim Flautt, Board Chair

Thank You
Board of Directors

For Your Leadership

- | | |
|-------------------|------------------|
| Jim Flautt, Chair | Camiqueka Fuller |
| Denise Boosalis | Drew Goddard |
| Daphne Butler | Felice McCoy |
| Elizabeth Dennis | Brad Smith |
| Rob Elliott | Larry Trabue |
| | Rich Wolfson |

Thank You
Volunteers

For Giving of Yourselves Throughout the Year

300
Volunteers 

Have Given
900+
Hours
of Their Time 

Worth a Value of
\$20K 



KIPP:Nashville

KIPP Academy Nashville

Established 2005

KIPP Nashville College Prep

Established 2013

KIPP Nashville Collegiate High

Opening 2014

KIPP Nashville College Prep Primary

Opening 2015

KIPP Nashville

P.O. Box 78126 . 3410 Knight Drive . Nashville, TN 37207

615.226.4484 . www.KIPPNashville.org

Follow us @KIPP_Nashville



Fulfilling the Promise

KIPP Nashville
Annual Report 2012



“Every child deserves the educational resources to reach his or her full potential and become an active, contributing member of society.”

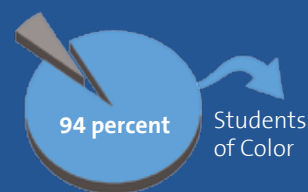
Jim Flautt
Board Chair



Wolf Hoffmann Photography

Our Students

KIPP Nashville has a significantly higher percentage of economically disadvantaged families than most Nashville public schools. By the time our students come to us in fifth grade, most are performing two or three years below grade level. By the time they leave in eighth grade, they are among the highest performing students in the city.



We Are So Excited To Tell You . . .

Dear Friends,

Seven years ago, I spent my summer going door to door in East Nashville, asking local families to enroll their children in KIPP Academy Nashville. We were an unproven concept locally at that time, but when I asked parents to entrust their child's education to our care, I made this promise: We will get your child to college. The students who started with us that year are seniors in high school now, on the precipice of beginning that college education.

So have we fulfilled the promise we made to their parents? Yes and no.

We have worked diligently, day and night, weekday and weekend, on behalf of their children. We have taught, tutored and mentored, worked inside the classroom and thought outside the box, as you will see in this report. All that work has been for a single purpose—to make sure our alumni are college-ready. ACT test scores show us that only about 5 percent of seniors in our neighborhood public schools are college-ready, yet our goal for the founding class of KIPP Academy Nashville is 75 percent college

matriculation and 35 percent college graduation. Our goals are ambitious; yet through our collective efforts we are tracking toward reaching them.

We have had many, many inspiring successes along the way, and some setbacks, too. We're not perfect when it comes to college readiness; no one is. But we are perfectly relentless in our commitment to the success of our students. We will deliver on promises we make. And if we miss our mark, we will go back and work hard until we get it right.

We believe in our students' potential without reservation. Consequently, we promise our students, parents, and community that our entire team will not rest until our promises are fulfilled.

Randy Dowell, Executive Director

KIPP:

KIPP, the Knowledge is Power Program, is a national network of free, open-enrollment, college-preparatory public charter schools with a track record of preparing students in underserved communities for success in college and in life.

At KIPP, students are accepted regardless of prior academic record, conduct, or socioeconomic background. Nationally, more than 90 percent of KIPP middle-school students have gone on to college-preparatory high schools, and over 80 percent of KIPP alumni have matriculated to college.

KIPP began in 1994 when two teachers, Mike Feinberg and Dave Levin, launched a fifth-grade public-school program in innercity Houston, Texas, after completing their commitment to Teach For America. In 1995, Mr. Feinberg remained in Houston to lead KIPP Academy Middle School, and Mr. Levin returned home to New York City to establish KIPP Academy in the South Bronx. These two academies became the starting place for a growing network of schools that are transforming the lives of students in underserved communities and redefining the notion of what is possible in public education.

In 2000, Doris and Don Fisher, co-founders of Gap Inc., formed a partnership with Mike Feinberg and Dave Levin and established the KIPP Foundation to replicate the success of the original KIPP Academies.

There are currently 125 KIPP schools in 20 states and the District of Columbia serving more than 39,000 students.

KIPP:Nashville

Randy Dowell was teaching in Boston in 2003 when he toured a KIPP school for the first time while on a visit to New York. He was absolutely amazed by what he saw that day—by the teaching, the learning. Every student he met was so engaged, so serious about preparing for college.

Mr. Dowell immediately applied to open a KIPP school and moved to Nashville in January 2004, where The KIPP Foundation had identified the need. He and four staff members opened KIPP Academy Nashville's doors in July, 2005 with the first class of fifth-graders.

Those students are currently hard at work on their college applications, continuing to blaze trails as the first Nashville KIPP alumni to make the journey up that mountain to college.

At KIPP Nashville, our vision and mission is that one day every Nashville student will have access to a college-preparatory public-school seat. We will accomplish this by creating a respected, influential, network of public schools that successfully helps students from educationally underserved communities develop the knowledge, skills, character, and habits needed to succeed in college and in the competitive world beyond.

Our students are part of a college-going culture that upholds curiosity, gratitude, self-control, integrity, optimism, zest, grit, and social intelligence as core values. Our students develop strong character skills, along with rigorous academic skills, to gain access to life's opportunities.

"I have been equally impressed with the passionate, dedicated faculty and the motivation and enthusiasm of the students. There is such a palpable zeal for learning here!"

Chandler Harrington
Classroom Volunteer



Wolf Hoffmann Photography

Improving Student and Family Wellness

Students who are physically, emotionally, and mentally healthy have the best chance of success in middle school, high school, college, and the competitive world beyond. Many of our students, however, live in family situations that can be stressful, chaotic, and unhealthy. To promote success and fulfill our promise of a college education, we need to offer the appropriate support. Consequently, we have instituted a Student and Family Wellness program to provide a cohesive, consistent network of support: a life-skills curriculum addressing conflict management, healthy relationships, self-esteem, physical wellness, and

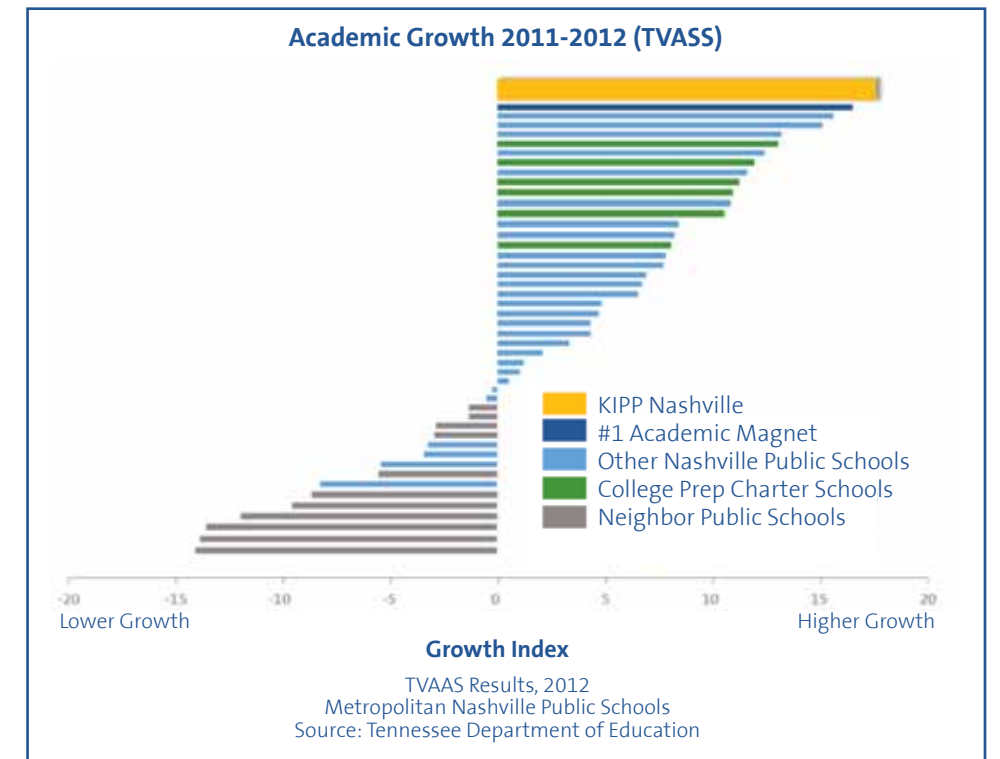
sex education; collaborative support for teachers and family members to promote academic achievement for individual students; effective teacher-student communication strategies; on-campus, accessible psychological support for students and family members when needed; and family resourcing for medical issues, housing, transportation, finances, and bereavement.

The results of this investment are impressive, with more than 80 percent of students meeting goals for growth in the areas of resiliency, behavior, and emotional health.

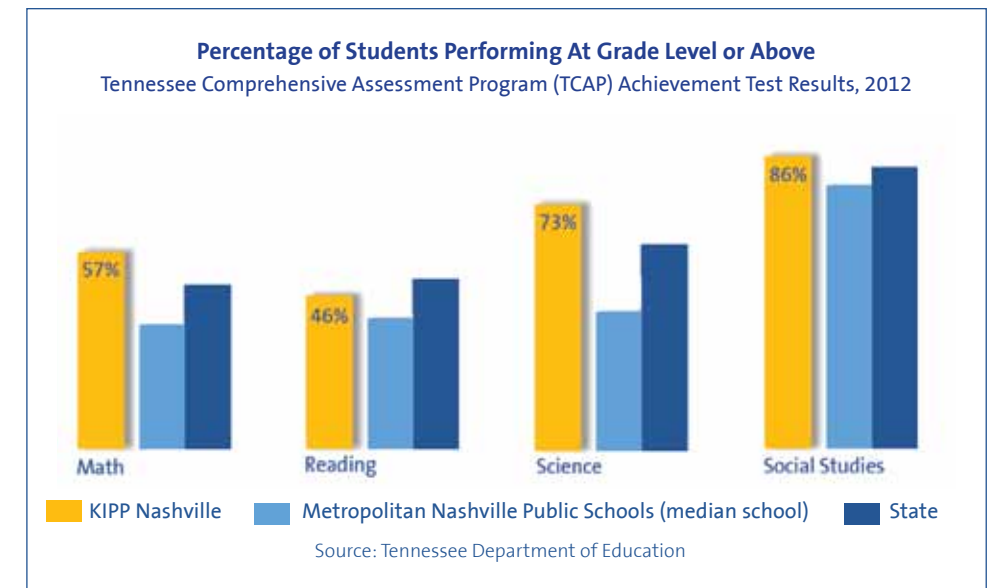
... What a Great Year This Has Been ...



KIPP Nashville students exhibited greater academic growth in 2012 than any other Metropolitan Nashville Public School—including the top academic magnet school as well as all other college-preparatory charter schools—according to the Tennessee Value-Added Assessment System (TVAAS).



KIPP Nashville students exhibited greater proficiency in math, reading, science, and social studies than other Metropolitan Nashville Public Schools on the 2012 TCAP Achievement Tests and greater proficiency than the state average in math, science, and social studies.



Improving Literacy

We are proud of our students' test scores, but we know we can do better. Reading Achieve, our literacy program, is designed to close the reading-skills gap between our low-income, at-risk middle-school students and their better-performing peers. If students are not reading up to grade level by sixth grade, research shows achievement gaps will compound exponentially as students attempt to transition from *learning to read* to *reading to learn*. Our students must master appropriate reading skills to maintain a trajectory to and through college.

Growing to Serve

About six years ago, a good friend and colleague introduced me to KIPP Academy Nashville, where teachers expected excellence from their students and the students continually rose to the challenge. This faculty believed their students could achieve at the highest levels and be successful in college and beyond—in spite of the economic and social challenges they already had faced in their young lives. While

having tremendous impact locally, the school was also part of a national network significant in the education-reform movement. I first became involved as a volunteer, then as a financial supporter, and then as a board member. My effort on behalf of KIPP is just a small way for me to give back, given how influential education and teachers have been in my own life's journey. We hope you will join us in our work on behalf of *all* our children.

Jim Flautt, Board Chair



Wolf Hoffmann Photography

Historic and Projected Growth

Timeline

KIPP Academy Nashville (KAN) opens doors, 60 fifth-graders	KAN's founding class enters high school	KIPP Nashville becomes the 20th KIPP region	KAN's founding class enters college	KIPP Nashville College Prep opens	KIPP Collegiate High School opens	KAN's founding class graduates from college	KIPP Nashville: 1,800 students in 5 schools, 500+ high-school grads, 175+ college grads
2004	2009	2010	2013	2013	2014	2017	2022

... And Where We Are Going From Here ...

Creating Seats, Opening Doors



Creating 1,450 Transformational College-Prep Seats



Increasing College Readiness in Our Neighborhood by a Factor of 4



Creating a Pathway To and Through College



Opening Doors to Option-Filled Lives

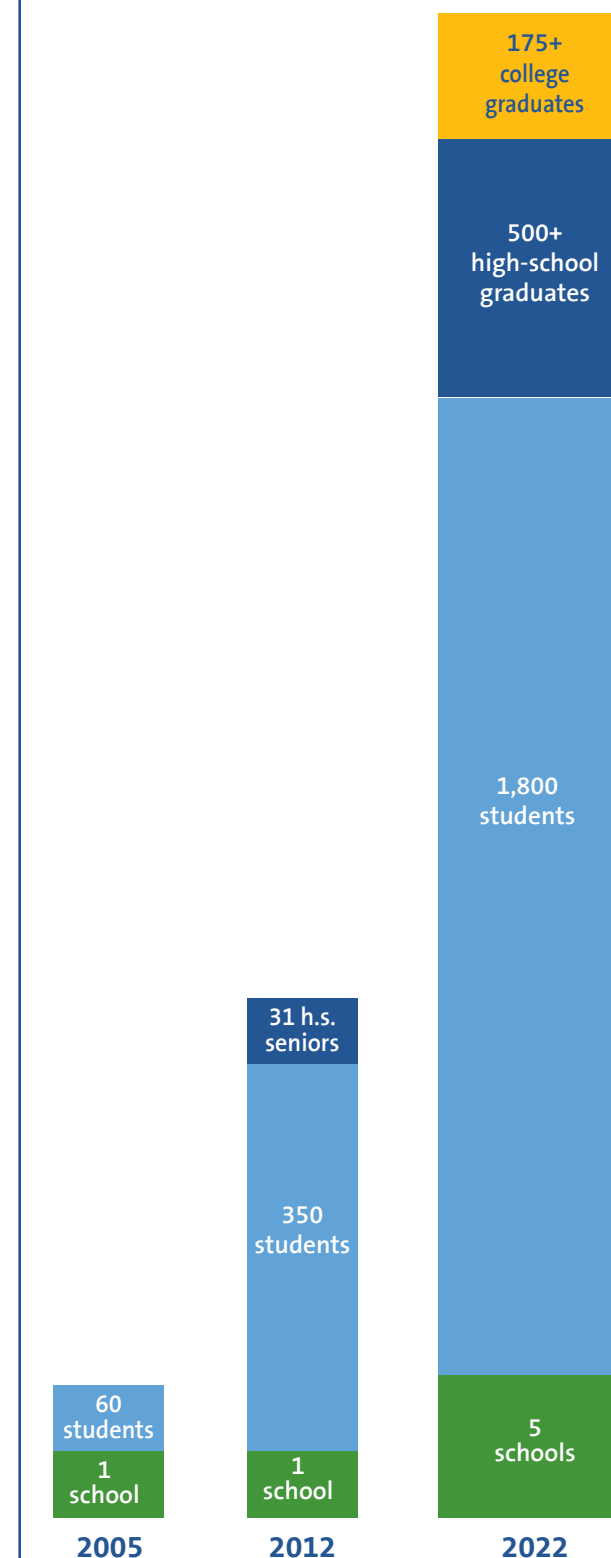
The doors to the first school in the KIPP Nashville network, a middle school called KIPP Academy Nashville, were opened in 2005 because one man fought for a new day for students in the underserved areas of north and east Nashville. With the right mixture of inspired teaching, long hours in the classroom, good discipline, and a Team and Family that supported the students in every way—he was confident that students in these neighborhoods could climb up that mountain to college and a successful life beyond.

Today, the students of that founding class are high-school seniors. And an entire community of parents, teachers, administrators, and students are working hard to grow the network to provide opportunity for even more students—because the majority of our students are zoned to under-performing neighborhood middle schools with suspension rates as high as 45 percent and high schools where average student ACT test scores are too low for college eligibility.

KIPP Nashville's growth plan combines federal and local funds with private donor support to meet annual operating costs associated with an expanded school year, and to provide funding for start-up and growth costs to open three additional KIPP schools in Nashville over the next five years. Once fully enrolled, KIPP Nashville will be self-sustaining using local and state funding alone.

Historic and Projected Growth

To Scale



"I am surrounded by teachers who live our school's mission, supported by administrators who cultivate my potential, and motivated by students who deserve my best each day. I am blessed to be part of the 'Team & Family' of KIPP Nashville."

Misty Caldwell
Founding Teacher and Team Leader, Fifth-Grade Math



Wolf Hoffmann Photography

From a KIPP Nashville Alumna

I entered KIPP Academy Nashville in sixth grade and it didn't take long to discover the most significant difference between KIPP and my old school: These teachers taught! They talked, they moved, they clapped, they sang. They were so excited and absolutely convinced we could learn the material if we put our minds to it. They told us we might need to learn it in a different way than another student, but we could get it. Failure was not an option, and so we succeeded. The very best teachers encouraged me to think for myself and challenged me to push myself. With their support, I developed a great sense of self-confidence. When I was in

seventh grade, a boarding-school representative came to talk to us. I had never even considered going to a private school or a boarding school and I didn't particularly want to leave home. But I knew I was ready for that big leap, and Phillips Exeter Academy has been a wonderful environment for me. KIPP prepared me well academically for the challenges here, where a lot of learning is self-guided and the students really need to step up. Now, as a senior, I'm busy applying to colleges all across the country. I plan to major in Latin American studies and then go into medicine or law. I'm grateful to my mom, to KIPP, and to all the people who have helped me become the person I am today.

Azariah Bridgewater, Class of 2013

... As We Continue to Fulfill Our Promise.

High School Matriculation

We assist our students and their families in the process of identifying and applying to high schools. We help them navigate the magnet lottery system and the open enrollment processes for public schools, as well as the application processes for private high schools, boarding schools, and related scholarship opportunities.

KIPP Academy Nashville alumni are in high school today, continuing their climb to college. More than 80 percent are currently enrolled in private, charter, and magnet schools. In the next several years, KIPP Nashville will open one additional middle school and one high school to provide the highest quality college-preparatory education.

Since our founding class entered high school in 2009, KIPP Academy Nashville alumni have matriculated into challenging schools such as:

Brentwood Academy
David Lipscomb High School
Deerfield Academy (Deerfield, MA)
East Nashville Magnet School
Father Ryan High School
Goodpasture Christian School
Harpeth Hall
Hume-Fogg Academic Magnet
LEAD Academy
Nashville School of the Arts
Philips-Exeter Academy (Exeter, NH)
Pope John Paul II High School
The School for Science and Math at Vanderbilt
St. Andrews-Sewanee School
St. Cecilia Academy
University School of Nashville.

KIPP Through College

From the very first day of middle school, we help our students plan for a future framed by college completion. We know that every student needs support and direction during the transition through high school to college. As the vast majority of our students will be first-generation college attendees, KIPP Nashville has committed to provide that support.

All of our 160 KIPP Academy Nashville alumni are now attending high school and still working with our KIPP Through College program to assist their climb up the mountain to and through college. Next year, our first class of KIPP Nashville alumni will be entering college, and we will continue to work with them through every year of college as well.

Our process begins by creating a college-going culture beginning in fifth grade. Academically, we work tirelessly to help our students achieve grade-level or better performance by eighth-grade. Then we ensure that our eighth-graders matriculate to a college-preparatory high school, knowing that a rigorous high-school experience is a key element in ensuring college readiness.

When our KIPP Nashville alumni reach high school, we support them throughout the college admission process—including applications for admission and financial aid, and the college matriculation decision. Once our alumni enter college, we will support them while they work toward college graduation, staying in touch via email and phone to discuss academic progress, financial aid, social pressures, and internship and career options. We look forward to seeing them when they are home during holidays and breaks to make sure they know we are always here for them.

The KIPP Through College program is our commitment to walk with our students every step of the way as they climb that mountain to college and beyond. It is our responsibility, and our honor.

"I love that everyone involved with KIPP—students, teachers, parents, administrators, donors—has a huge dream. And no one gives up. Together, we are making a difference, one child at a time."

Denise Boosalis
Board Member



Wolf Hoffmann Photography

How You Can Help

Supporting our students on their path to and through college is a community effort. We welcome your help.

Visit. If a picture is worth a thousand words, then a visit is worth a thousand pictures. We welcome educators, parents, media, and members of the public to visit KIPP Nashville, meet our students, and see our teachers in action.

Volunteer. Our students benefit from the countless hours our volunteers spend tutoring, supporting student events, and helping KIPP maintain our classrooms and learning environment. Your help is always appreciated!

Donate. We rely on philanthropy to support the “extras” we give our students—extras such as longer school days and more school days per year. We also rely on philanthropy to be able to expand and serve more students.

Mentor. The more support our students have, the better. In addition to our school team and family, we rely on our college-readiness volunteers to help our students prepare for these next steps in life.

Board Leadership

KIPP Nashville has strong board leadership and direction, and has developed sustaining relationships with local and state leaders in addition to critical support among Nashville’s business and philanthropic communities. This is reflected in our successful efforts to help negotiate amendments to Tennessee’s charter-school laws that lifted the cap on the number of charter schools in Tennessee in order to benefit more students and families.

Board of Directors

Jim Flautt, Board Chair
Asurion
Nashville, TN

Denise Boosalis
Nissan North America, Inc.
Franklin, TN

Daphne Butler
Community Leader
Nashville, TN

Elizabeth Dennis
Community Leader
Nashville, TN

Rob Elliott
Stansell Electric
Nashville, TN

Camiqueka Fuller
KIPP Nashville Parent
Antioch, TN

Drew Goddard
Bass, Berry & Sims PLC
Nashville, TN

Larry Trabue
Pinnacle Financial Partners
Nashville, TN

Richard Wolfson
Clarcor
Franklin, TN

Financial Report

While KIPP Nashville receives public funds as a public school, we also rely on outside donations to help us provide the extras—including more time in the classroom and extra-curricular support services—that make a difference in our students’ ability to climb that mountain to college.

The information provided below is for Fiscal Year July 1, 2010 through June 30, 2011. Information for Fiscal Year July 1, 2011 through June 30, 2012 will be available by the 2012 calendar year end.

	<u>2011</u>	<u>2010</u>
Assets and Liabilities		
Current assets	\$1,644,242	\$1,165,109
Capital assets	246,042	273,319
Total assets	1,890,284	1,438,428
Current liabilities	250,565	177,857
Net assets		
Invested in capital assets	246,042	273,319
Restricted	217,413	92,349
Unrestricted	1,176,264	894,903
Total net assets	\$1,639,719	\$1,260,571
Revenues		
Contributions	\$ 782,858	\$ 320,672
District funding	2,283,206	2,041,371
Federal and state grants	463,406	352,433
Interest	14,037	6,742
Other	44,602	10,883
Total revenues	3,588,109	2,721,218
Expenses		
Instructional	177,054	88,975
Occupancy	229,261	206,450
Office	49,312	26,660
Organizational development	48,692	61,848
Other	63,977	75,492
Service fees	133,593	106,399
Employee compensation	2,280,878	1,606,647
Staff development	76,084	48,494
Transportation	23,309	13,990
Depreciation	126,801	120,825
Total expenses	3,208,961	2,355,780
Change in net assets	\$ 379,148	\$ 365,438

Source: Crosslin & Associates, PC, Nashville

KIPP:Nashville

Work hard. Be nice. Be honest.



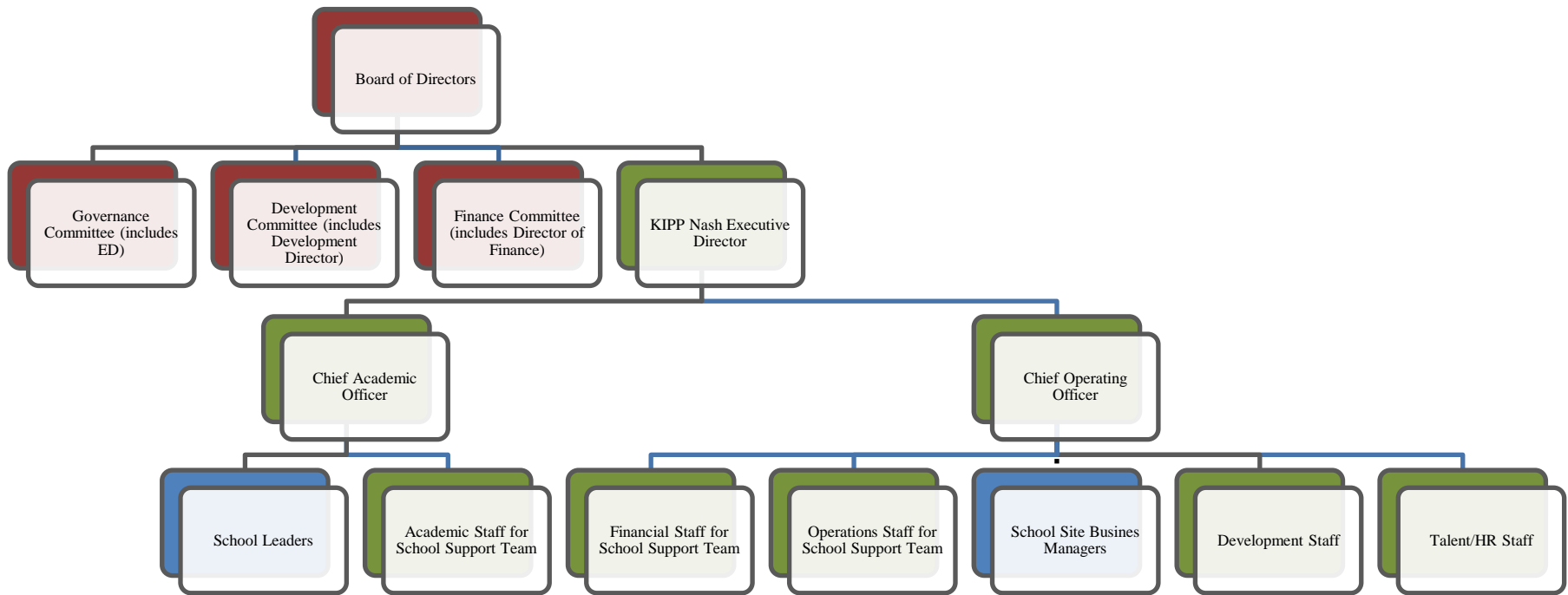
Wolf Hoffmann Photography

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P.O. Box 78126
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615 . 226 . 4484
www.KIPPnashville.org

KIPP Academy Nashville
Ewing Park Middle School Building
3410 Knight Road
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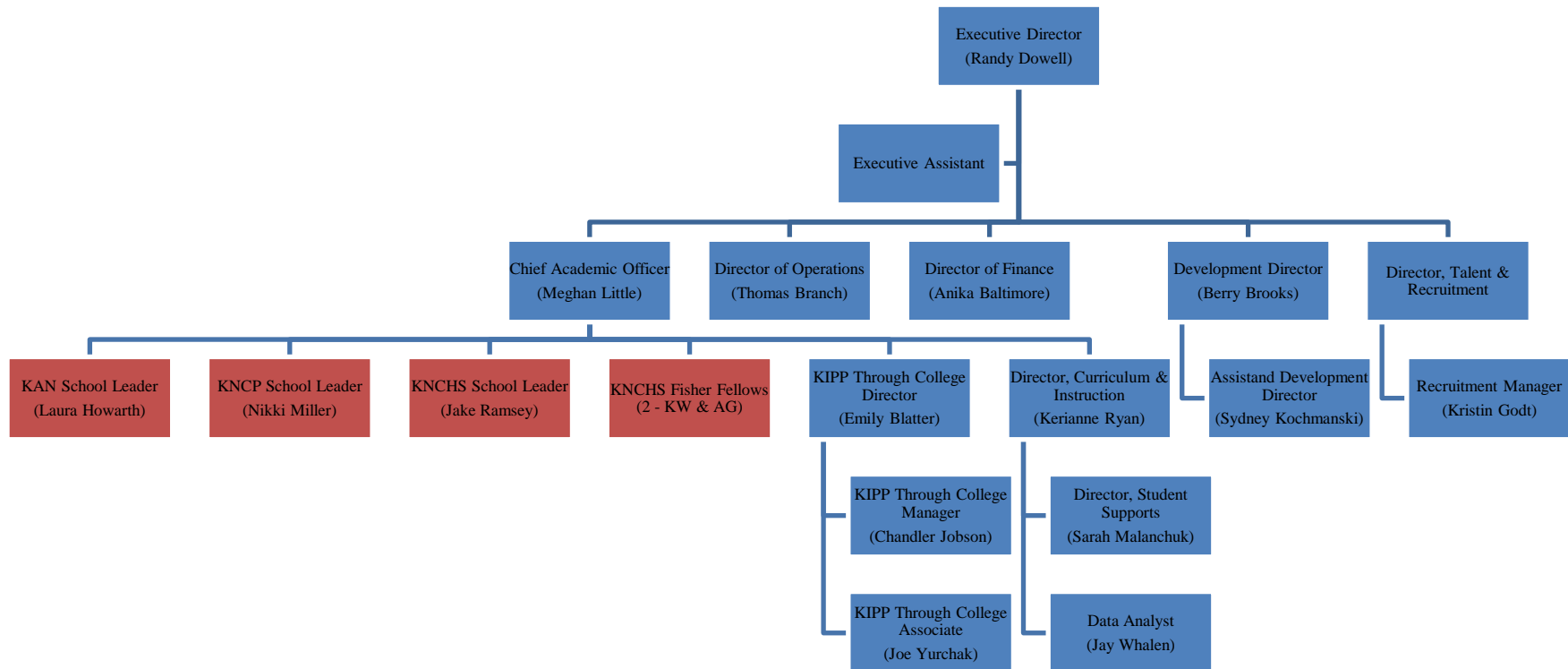
KIPP Nashville Organizational Snapshot: 2015-2020



Board of Directors
KNSST
School Site

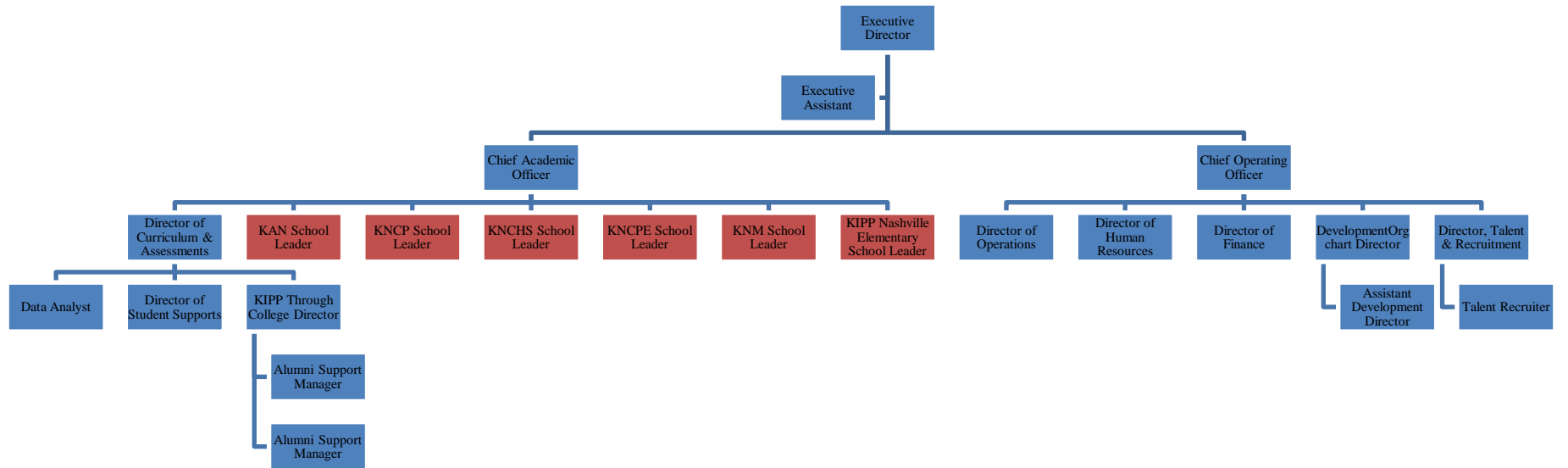
Attachment 2 – KIPP Nashville Org Chart

**KIPP Nashville
School Support Team & Network Schools: 2014-15**



Attachment 2 – KIPP Nashville Org Chart

**KIPP Nashville
School Support Team & Network Schools: 2015-2020**

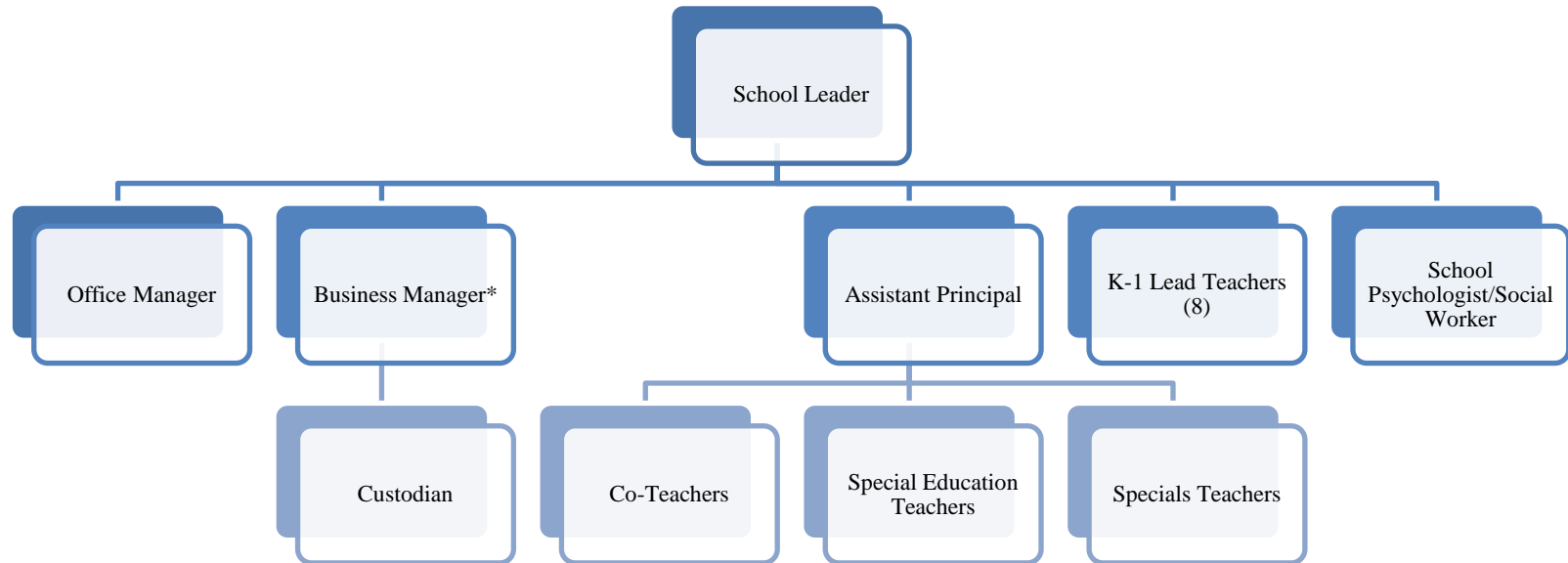


Attachment 2 – KIPP Nashville Org Chart

KIPP Nashville Middle Application

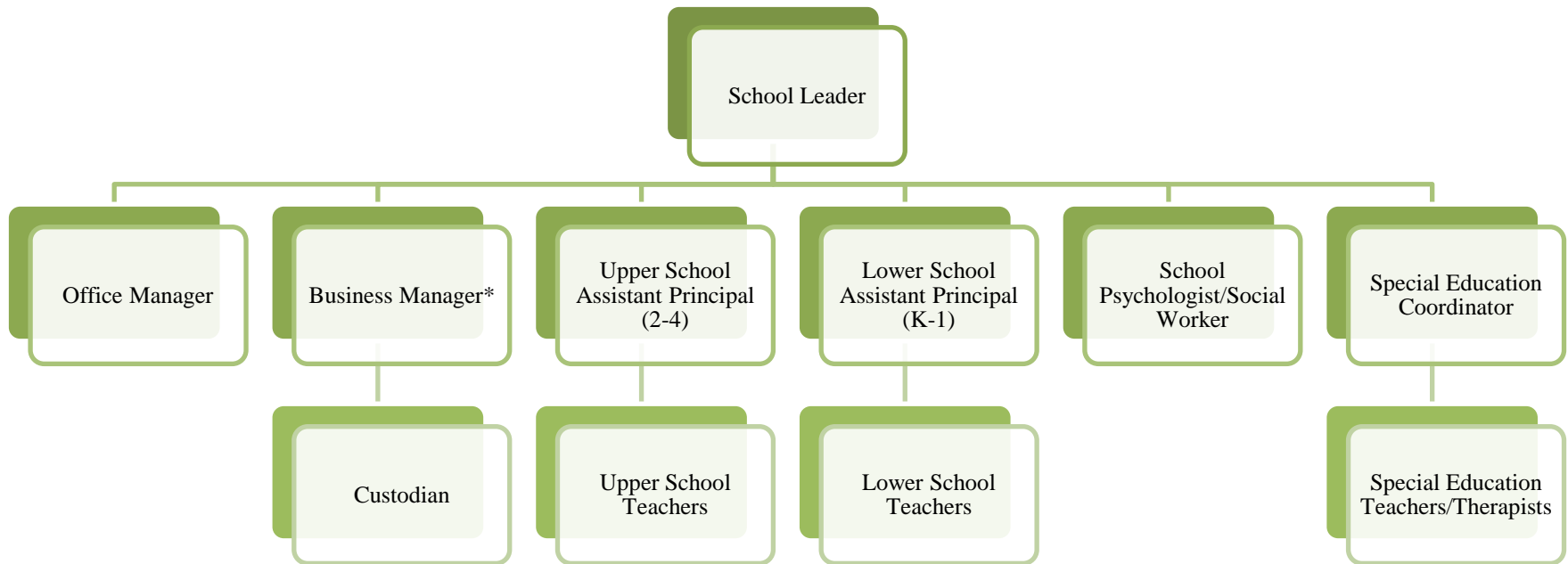
Not applicable; KNM will not utilize the services of a Charter Management Organization or other entity for the purposes of managing the school.

**KIPP Nashville Primary
School Level Org Chart
Year 1 (K-1)
(2016-17)**



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

**KIPP Nashville Primary
School Level Org Chart
Year 4 (Capacity at K-4)
(2019-20)**



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

KIPP Nashville Primary Application

Budget Narrative

The following narrative outlines the major assumptions used to create the operating budget for ELEM #3 (KIPP Nashville Primary). As required by Tenn. Code Ann § 49-13-111, the required budget for ELEM #3 on the State Budget Form is attached as Attachment K. A budget summary is provided below, to provide an easier comparison between the budget and the underlying assumptions.

Revenue Assumptions

The primary source of revenue for ELEM #3 will be funds received from MNPS for the basic education program (BEP, also referred to as state and local funding). The revenue model assumes that the BEP amount received by charter schools for the 2013-2014 academic year will be approximately \$9,086 per student which includes funding for transportation. The budget assumes a BEP amount of \$8,900 (based on projected 2014-2015 funding) per student for launch year and then a 3% annual increase in the per-student allocation over the five-year period. ELEM #3 recognizes there is a risk to an increase in the BEP. ELEM #3 also assumes throughout the model a 3% increase in all expenses, including salaries. If it turns out that BEP does not increase based on annual cost of living adjustments, ELEM #3 will manage through minimizing other cost increases, which it can control.

Funds from the Title I program, school breakfast program and national lunch program have also been included in the revenue section. Title I funds are assumed to be \$400 per qualifying student and ELEM #3 assumes that 80% of the student body will qualify for free or reduced lunch. These assumptions are lower than the actual experience of the existing middle schools, but we are seeing increased transition of our students from northeast Nashville to southeast Nashville. Funds for the breakfast and national lunch programs flow through both the revenue and expense line items and net out to no financial impact. Similar to the food program at the existing middle schools, ELEM #3 assumes that it will contract all of its food needs through the district and that the district will manage the USDA requirements and financials.

A Director of Development and a Development Associate are employed at KIPP Nashville to further cultivate relationships with local foundations, corporations and individuals interested in providing financial support to the school. The role for KIPP Nashville and the Director of Development will be to lead and guide ELEM #3 through these efforts, thus allowing the school leader to focus on the education program, rather than fund development. Therefore, the salary for the development staff is not reflected in ELEM #3 budget.

To date, KIPP's efforts in Nashville have been actively supported by several local foundations including the Scarlett Family Foundation, Anne Potter Wilson Foundation, and the Clarcor Foundation. In addition, a number of highly supportive individuals have each given over \$100K in the last several years. Finally, local corporations including Asurion and Dollar General have become close partners in helping to fund KIPP Nashville's mission. This support has positioned the organization to raise over \$750K a year during the last two years and to both fund the on-going operations of the existing middle school and build up a cash reserve to fund growth. Based on the existing base of donors and the cash requirements to fund the start-up costs of ELEM #3 in the first 5 years as the school builds to capacity, KIPP Nashville is very comfortable with ensuring that it has the funding to support and execute against the educational model and rich set of programs required to deliver on its mission.

Expenditures

The financial model assumes that all expenditures increase by 3% a year based on standard increases in cost of living and inflation. The cost assumptions in the model are based on the expected 2012 level and therefore increase by 3% at the start of the ELEM #3 launch in 2016.

Regular Instruction: Teachers; Salary & Wages; Benefits

KIPP Nashville Primary Application

For first-time teachers, ELEM #3 starting salaries will be approximately \$40,000. The financial model assumes an average teacher salary of \$45,000, which takes into account the experience level of some of the teachers employed. This average teacher salary is based on the actual experience of our current schools.

In addition, ELEM #3 will employ associate teachers to offer rich programs outside the general education curriculum. The school has budgeted full time starting salaries of \$35,000 for the associate teacher positions.

All salaries have an annual cost-of-living adjustment increase (estimated at 3.0%) built into the budget.

In accordance with the Tennessee charter statute §49-113-119, teachers of ELEM #3 will participate in the group insurance plans of the local education agencies (LEA). ELEM #3 has properly accounted for the school's match in regard to health benefit plans and state retirement. The necessary funds to cover the employee portion of the health benefits and the state retirement will be allocated for each paycheck cycle. The funds will be paid directly to MNPS based on a monthly invoice provided by MNPS. In addition, ELEM #3 will withhold the necessary funds for all other payroll taxes, including Social Security and Medicare, and unemployment compensation. These funds will be paid to the appropriate entities based on state requirements.

Using the average of the annual premium costs for single coverage (\$6,923/year) and family coverage (\$16,361) for certified employees and (\$8,572/year single) and (\$19,735/year family) for non-certified employees ELEM #3 has calculated its insurance expenses. The school plans to pay for 75% of each employee's annual premium cost and anticipates that 80% of certified employees will select single coverage, which is reflected in the budget. The calculation per certified employee for year one, for example, would be $[(\$6,923) \cdot .80 + (\$16,361) \cdot .20] \cdot .75 = \$8,810$. Using the same calculations methodology, but assuming a higher rate of family coverage, the cost for non-certified employees per year is \$13,037 per year. Although the rising cost of healthcare is difficult to predict, the school has budgeted for an annual 3% increase in health insurance premiums.

The school has budgeted the appropriate funds for state retirement for all of its employees. For certified employees, ELEM #3 has budgeted 9.05% of the employees total compensation to be put towards state retirement. For non-certified employees, this percentage is 15.42%. Both of these numbers are based on the actual experience of the KIPP Nashville existing middle school.

Depending on the financial resources of the school, a bonus plan may be implemented. The school leader will determine through performance reviews (i.e., employees meeting performance goals) the bonus amount for faculty and staff. The school has budgeted for an annual bonus pool of 3% of the school's total salary expenses

Regular Instruction – Instructional Supplies & Materials, Textbooks and Other Contracted Services

(Note: Costs in these categories have also been included in the special education section of the state budget template. 85% of the costs are allocated to general education and 15% of the costs are allocated to special education.)

- School uniforms: ELEM #3 will (when needed) provide funds for school uniforms. The school has budgeted \$75 for each new student and \$50 for each returning student annually.
- Local field lessons: Consistent with its college-preparatory approach, ELEM #3 believes it is essential for its students to have educational experiences outside the classroom (e.g., cultural, arts, college visits, and guest speakers). The school has budgeted \$2,300 per grade level for local fieldtrips. These trips help students gain a broader perspective on their education and life goals.

KIPP Nashville Primary Application

Most of ELEM #3 students have not traveled beyond their own neighborhoods or the city of Nashville. Students have to earn the right to participate on fieldtrips by meeting academic and behavioral expectations. The budget assumes 80% student participation in the program.

- Student assessment materials: ELEM #3 will administer state-mandated tests, interim assessments and the NWEA, a nationally norm-referenced test. The school has budgeted \$50 per student
- Student Gifts & Awards: ELEM #3 will buy items that celebrate the success of its students. The school has budgeted \$10 per student.
- Student supplies: ELEM #3 will buy instructional supplies and materials for students. The school assumes \$95 per student.
- Textbooks: For some classes, the school assumes textbooks will be used to support the curriculum. The school has budgeted \$35 per new student for the initial purchase of the text books and that the textbooks will need to be repurchased every five years
- Classroom Furniture: The school assumes \$50 per student in furniture for the classroom on smaller items on an on-going basis. The school assumes another \$150 per student in capital costs for every new student to equip the school with the furniture needed to build out the classroom with desks and chairs
- Instructional equipment: Key equipment used in the classroom including a document camera, overhead projectors etc. The school has budgeted \$25 per student for the smaller items and a total of \$25,000 per grade in capital (laptops & cart) for the higher priced items. The school assumes that this technology has a useful life of 5 years.
- Computer Hardware – Instructional: The school will buy some hardware for instructional use in the classroom. While ELEM #3 do not expect that every student will have a laptop, it is expecting to buy enough computers for a lab such that full classes can work on computers as part of a technology curriculum. The school has budgeted \$26 per student for smaller technology items. In addition, the school has budgeted for 20 laptops and a mobile cart per grade at a cost of \$1,200 per laptop and \$1,500 per cart. The useful life of the equipment is assumed to be 4 years
- Computer Software – Instructional: The school has plans to buy instructional software for the classroom. The school has budgeted \$250 per full time equivalent teacher.
- Copier Lease: ELEM #3 will lease the copier equipment needed to produce the learning materials used in the classroom. It assumes that the copiers needed to serve the students will cost \$450 per month in lease payments. Based on enrollment projections, the school has budgeted for 1 copier in its first year of operations and a second copier in year two and three. A third copier will be purchased in year four.
- Copier Maintenance & Usage: The school has budgeted on \$53 per student for on-going usage and maintenance fees.

Special Education Program – Teacher Salary, Wages and Benefits

ELEM #3 will hire special education teachers to support the specific needs of its special education students. Based on the assumption that 12% of the students will require special education services, the school has budgeted three special education teachers to support the school at full capacity which works out to a student case load of about 25 students per special education teacher. The school has budgeted a starting salary of \$45,000 for the special education teachers.

In accordance with the Tennessee charter statute §49-113-119, all ELEM #3 special education teachers will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment compensation.

Special Education Program – Instructional Supplies & Materials, Textbooks and Other Contracted Services

KIPP Nashville Primary Application

Most of these costs represent the same expenses included in the regular instruction program; ELEM #3 has allocated 85% of these costs in the regular instruction program and 15% in the special education program.

Additional costs allocated 100% to the Special Education Program include:

- Contracted SPED Expense: The school has budgeted \$492 per SPED student for additional contracted work to provide SPED services.
- IDEA Expense: Includes costs for outsourced requirements like speech therapy or other services ELEM #3 does not provide. The school has budgeted \$2000 per year/per grade level to cover these costs.

Attendance

Office Manager

Beginning in the first year, ELEM #3 will employ an office manager, with an initial salary of \$35,000. This person will be responsible for maintaining student records, enrollment and other clerical duties. S/he will also be the parent, student and school liaison, responsible for communication to and from teachers and families.

In accordance with the Tennessee charter statute §49-113-119, clerical personnel of ELEM #3 will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

Other Student Support

Mental Health Counselor

Beginning in its first year, ELEM #3 will employ a full-time ELEM #3 will employ a full-time a mental health counselor to provide direct services to students, as well as to support teachers. The school has budgeted \$50,000 for the initial salary.

In accordance with the Tennessee charter statute §49-113-119, the school counselor of ELEM #3 will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

School Administration: Office of the School Leader

School Leader, Assistant School Leader; Salary Wages & Benefits

ELEM #3 starting salary for the school leader will be \$85,000 annually plus an annual bonus opportunity. The school has also budgeted for other administrative leadership positions, including two Assistant Principals (one is added in the 1st year and the second in the 3rd year of operation.). The starting salary for both these positions is \$60,000.

In accordance with the Tennessee charter statute §49-113-119, administrators of ELEM #3 will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

Communication

(Note: KIPP Nashville qualifies for E-Rate funding to help offset 90% of the telecom costs for mobile and landline phone services, and intends to apply for that funding for ELEM #3)

KIPP Nashville Primary Application

- Mobile phones: ELEM #3 will require all faculty members to be available to students during after-school hours to answer homework questions. The school has budgeted \$30 per administrator and faculty member for mobile phone service.
- Monthly Phone service: The school has budgeted \$450 a month to cover the monthly service charge for the telephones needed to run the school.
- Internet: The school has budgeted \$50 a month to cover the monthly service charge for the internet needed to run the school.

Other contracted services

- IT Support: ELEM #3 has budgeted \$730 per employee to address any technology issues with administrator and faculty computers and classroom equipment.
- Office Supplies & Postage
 - Postage: The school has budgeted \$10 per student for postage.
 - Office Supplies: The school has budgeted \$2,000 per month for general office supplies (including printing paper).
- Other supplies & materials
 - Computer Hardware: ELEM #3 has budgeted \$53 per FTE for administrative hardware costs that are less than \$500.
 - Computer Software: The school has budgeted \$18 per FTE for software costs.

In-Service/Staff Development

- Staff Development: The school has budgeted \$1,100 per year per staff member for professional development.
- Staff Appreciation: The school has budgeted \$258 per staff member per year for events and gifts to show appreciation for staff member's efforts.

Other Charges

- Food for Meetings: The school has budgeted an annual expense of \$4,500 for food for parent and staff meetings.
- KIPP Licensing Fee: To be a part of the KIPP Network and access the central resources provided by the KIPP Foundation, ELEM #3 is required to pay a fee equal to 1% of the total state and local funding provided to the school.
- School Support Management Fee: The school has budgeted 8% of state and local funding to pay for the services provided by the school support center.
- Background Checks: The school has budgeted \$2,000 a year for background checks.
- Student recruitment and marketing: The school is budgeting \$5,000 annually for materials and staff efforts to promote the school and recruit students.
- Community marketing: This effort will be owned by the School Support Team, and they have a budgeted line item for marketing.

Administration Equipment

- Faculty laptop computers: Each ELEM #3 faculty member will be provided with a laptop computer. The school has budgeted \$1,200 per computer. This includes all necessary software costs. The budget anticipates four years of use per computer and includes replacement costs accordingly.
- Server: The school has budgeted the need for 1 server at a cost of \$7,500 per server. The school assumes the server has a useful life of 7 years.
- Phone equipment: The school has budgeted \$5,000 for a phone system. The school assumes a useful life of 8 years.

KIPP Nashville Primary Application

- **Audio and Other equipment:** The school has budgeted \$5,000 for a security system, and \$5,000 for audio equipment. The school assumes a useful life of 5 years for the security system 8 years for the audio equipment.
- **Faculty furniture:** The school has budgeted \$500 per new FTE for furniture in the classroom and offices.

Business Manager, Salary, Wages, and Benefits

An office manager has been budgeted in the 1st year of operations of the school to support all of the financial and operational needs of the school. The school has budgeted a starting salary of \$40,000.

In accordance with the Tennessee charter statute §49-113-119, a business manager of ELEM #3 will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

Other Contracted Services

- **Accounting & Fiscal Services.** ELEM #3 has budgeted \$26,000 per year to manage all of the day to day accounting and financial management of the school. ELEM #3 will outsource many of these functions to CFO, a local Nashville business. CFO currently manages the accounting services for KAN middle school.
- **Payroll Processing Service:** ELEM #3 has budgeted 0.33% of payroll for payroll servicing.
- **Audit:** ELEM #3 has budgeted \$10,000 per year for its annual audit to be conducted by a CPA firm (as required by the Tennessee charter statute).

Operations of Plant

Other Salaries & Wages

The school has budgeted for a Custodian beginning in year 1 (beginning salary of \$23,000).

In accordance with the Tennessee charter statute §49-113-119, staff members of ELEM #3 will participate in the group insurance plans of the LEA. ELEM #3 has properly accounted for the school's match in regard to health benefit plans, state retirement, Social Security and Medicare, and unemployment insurance.

Facilities Leasing

The school has budgeted \$6.25 per square feet for the lease of the building. This number is based on the lease template provided to the school by the Executive Director of Facilities for MNPS (\$5/sq ft), plus an additional \$1.25 for any additional facilities cost (i.e. building maintenance, utilities, increase janitorial costs, etc.). It includes utilities and major facility maintenance.

There are a number of assumptions that go into the calculation of the total annual lease payment captured in the business model. First, the school will use 120 square feet per student, which is conservative for an elementary school. Second, the school will only make payments on the space being used in the building to serve the enrolled students. The lease payments therefore go up in the first few years of operations based in the increased enrollment and corresponding increase in required square feet.

Custodial Supplies & Other Supplies & Materials

The school has budgeted \$7,500 per year in supplies needed to keep the building clean and well maintained. The school has budgeted \$2,000 per year in costs associated with improving the decorum of the building and aligning the physical spaces to the mission and values of KIPP.

KIPP Nashville Primary Application

Building & Content Insurance

This includes insurance expense for general liability, umbrella, professional liability, building contents, employer's liability for workers compensation, Surety Bond, and physical/sexual abuse and molestation liability. The school has budgeted \$10,000 per year for this expense.

Maintenance of Plant

The school has budgeted an additional \$10,000 for small maintenance requirements not covered as part of the lease of the building and already included in the \$6.25 per square foot lease payment.

Transportation

The school plans on offering transportation to its students. The costs of providing this transportation is based on some key assumptions derived through the transportation costs currently provided to the existing middle school. Based on these assumptions, the school has budgeted the need for two buses in the first year of operations, and the addition of one bus each subsequent year of operation until the school reaches full enrollment. The key cost components of transportation include:

- **Bus Drivers:** The school has budgeted \$24,000 in salaries for each part-time (20-25 hours per week) drivers in the launch year.
- **Buses:** The school has budgeted a capital cost of \$50,000 for each bus. The school expects to be able to buy these buses used.
- **On-Going Fuel Costs:** The school has budgeted each bus route will travel 75 miles per day, and the bus will get 9.0 miles per gallon. The school is assuming that fuel costs will be \$4.00 per gallon.
- **Weekday Transportation Expenses:** The school has budgeted \$10,000 per year to cover maintenance and materials on the bus.
- **Insurance:** The school has budgeted \$2,625 per year for insurance on the buses.

Food Service

The school plans to contract its regular school day food service through the district based on the same structure and terms of the existing middle school. The budget assumes \$1.75 per student for the breakfast program and \$2.75 per student for the lunch program in both revenue and expense. The school assumes the district will continue to provide the operations and the financial management of the food service program with no financial impact on the school.

Contingency Plan

KIPP Nashville is aware that there are a few financial risks associated with running a school. One of those key financial risks is a reduction in the BEP. The second key is that our expenses are higher than planned, more specifically; we experience an increase in Special Education and/or High Needs students. To mitigate that risk KIPP Nashville currently maintains six months of cash on hand, and we maintain a line of credit of one month of our annual operating budget. Our model assumes an estimated 12% student attrition, and that assumption does not include the addition of students throughout the school year. Every year we add students through December, so there is significant upside to our budgeted numbers. We are currently fundraising to fund our growth strategy. However, we can divert some of the growth funding to support the immediate need of our schools, if necessary. The finance committee meets monthly to review budgets in great detail. To the extent that we notice a decrease in revenue, the finance committee will partner with the Director of Finance and Executive Director to make necessary budget adjustments.

BUDGET SUMMARY

This worksheet will self populate from the information provided in the "School Inputs" and "Facilities, Equip, Tech" worksheets.

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Number of Students	0	200	300	400	500	500
Number of Employees	0	25	31	38	44	44

REVENUE

Basic Education Program	\$0	\$1,779,947	\$2,750,019	\$3,776,692	\$4,862,491	\$5,008,366
Title I	\$0	\$64,000	\$98,880	\$135,795	\$174,836	\$180,081
Federal Breakfast Program	\$0	\$54,600	\$81,900	\$109,200	\$136,500	\$136,500
Federal Lunch Program	\$0	\$85,800	\$128,700	\$171,600	\$214,500	\$214,500
IDEA	\$0	\$41,784	\$62,676	\$83,568	\$104,460	\$104,460
Transportation	\$0	\$0	\$0	\$0	\$0	\$0
Charter start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Other start-up funds	\$0	\$0	\$0	\$0	\$0	\$0
Student fees	\$0	\$7,000	\$10,500	\$14,000	\$17,500	\$17,500
Investment Income	\$0	\$0	\$0	\$0	\$0	\$0
School level fundraising	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (foundations, corporate)	\$0	\$0	\$0	\$0	\$0	\$0
Private fundraising (individuals)	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL REVENUE	\$0	\$2,033,131	\$3,132,675	\$4,290,856	\$5,510,288	\$5,661,408

EXPENSES

Personnel	\$0	\$1,543,017	\$2,003,567	\$2,575,397	\$3,088,990	\$3,177,429
General Operating Expenses	\$0	\$529,403	\$733,702	\$947,625	\$1,162,481	\$1,163,151
Transportation	\$0	\$119,713	\$79,569	\$89,425	\$99,281	\$49,281
Athletic Program	\$0	\$0	\$0	\$0	\$0	\$0
Facilities		\$189,500	\$273,500	\$357,500	\$441,500	\$441,500
Technology & Equipment	\$0	\$322,625	\$176,411	\$210,678	\$294,064	\$247,864
TOTAL EXPENSES	\$0	\$2,704,257	\$3,266,748	\$4,180,625	\$5,086,316	\$5,079,226

SURPLUS/(DEFICIT)	(\$0)	(\$671,126)	(\$134,073)	\$110,230	\$423,971	\$582,182
<i>Per student</i>		-\$3,356	-\$447	\$276	\$848	\$1,164

Ending Fund Balance	(\$0)	(\$671,126)	(\$805,199)	(\$694,969)	(\$270,998)	\$311,184
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FACILITIES, EQUIPMENT & TECHNOLOGY

ONLY COMPLETE HIGHLIGHTED FIELDS. ALL OTHERS WILL SELF-POPULATE.

FACILITIES	
INPUT "Purchase" or "Lease"	lease

PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2015-16 2015	2016-17 2016	2017-18 2017	2018-19 2018	2019-20 2019	2020-21 2020

LEASE OPTION (if applicable)

Square feet leased			24,000	36,000	48,000	60,000	60,000				
Lease rate	\$6.25	Per sq ft	Annual lease cost				\$150,000	\$225,000	\$300,000	\$375,000	\$375,000
Custodial	\$0.75	Per sq ft	\$18,000	\$27,000	\$36,000	\$45,000	\$45,000				
Utilities		Per sq ft	\$0	\$0	\$0	\$0	\$0				
Capital Outlay (building renovations)		One-time cost	Capital Outlay	\$0.00							
Total cost to lease			\$0	\$168,000	\$252,000	\$336,000	\$420,000	\$420,000			

PURCHASE OPTION (if applicable)

Square feet purchased	
Purchase price per sq ft	
Purchase price	\$0
Renovation cost per sq ft	
Total renovation costs	\$0
Purchase price and renovation costs	\$0

Equity		% of purchase price
Amount Financed	\$0.00	
Loan Term (years)		
Interest Rate		

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Monthly Debt Service	#NUM!		#NUM!	#NUM!	#NUM!	#NUM!	#NUM!
Annual Debt Service	#NUM!		#NUM!	#NUM!	#NUM!	#NUM!	#NUM!
Custodial Services		\$0	\$0	\$0	\$0	\$0	\$0
Utilities		\$0	\$0	\$0	\$0	\$0	\$0
Equity (down payment)		\$0					
Financing costs (6 months during planning year)		#NUM!					

Total costs to purchase		#NUM!	#NUM!	#NUM!	#NUM!	#NUM!	#NUM!
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General liability insurance	\$21,500.00	Annual cost	\$21,500	\$21,500	\$21,500	\$21,500	\$21,500
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TOTAL FACILITIES COSTS	\$0	\$189,500	\$273,500	\$357,500	\$441,500	\$441,500
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TECHNOLOGY & EQUIPMENT COSTS	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
	2015-16 2015	2016-17 2016	2017-18 2017	2018-19 2018	2019-20 2019	2020-21 2020

ASSUMPTIONS

Copier (monthly lease rate)	\$250	Per month
	200	Students per copier
Desktop computer costs (faculty and computers for carts)	\$1,200	Per laptop
Desktop computers	20	Per grade level
Cart costs	\$1,500	Per cart

Student enrollment			200	300	400	500	500
Number of copiers needed			1	2	2	3	3
Monthly copier lease			\$3,000	\$6,000	\$6,000	\$9,000	\$9,000
Copier - usage fee	\$53	Per student	\$10,600	\$15,900	\$21,200	\$26,500	\$26,500
New Laptops - faculty	\$1,200	Per laptop	\$0	\$30,000	\$7,200	\$8,400	\$7,200
Laptop replacement costs	4	Number of years use		\$0	\$0	\$0	\$30,000
Mobile lap top cart - students	1	Per grade level	\$51,000	\$25,500	\$25,500	\$25,500	\$0
Mobile Laptop replacement costs	3	Number of years use		\$0	\$0	\$51,000	\$25,500
Mobile lap top cart - students	11,800	Per grade level	\$23,600	\$35,400	\$47,200	\$59,000	\$59,000
Mobile Laptop replacement costs	5	Number of years use		\$0	\$0	\$0	\$0
Administration cell phone handset		Per handset	\$0	\$0	\$0	\$0	\$0
Administration cell phones (monthly coverage)	\$30	Per month	\$0	\$9,000	\$11,160	\$13,680	\$15,840
Internet setup	\$10,000	Setup fee		\$10,000			
Server	\$7,500	Per server		\$7,500			
IT Support	\$800	Per FTE		\$20,000	\$24,800	\$30,400	\$35,200
Admin HW / SW	\$71	Per FTE		\$1,775	\$2,201	\$2,698	\$3,124
Educational software	\$250	Per FTE		\$6,250	\$7,750	\$9,500	\$11,000
Educational equipment / hardware	\$51	Per student		\$10,200	\$15,300	\$20,400	\$25,500
Internet and phone monthly service	\$500	Per month		\$6,000	\$6,000	\$6,000	\$6,000
Other Equipment (security system)	\$15,000	Setup cost		\$15,000			
Monthly equipment cost	\$100	Per month		\$1,200	\$1,200	\$1,200	\$1,200
Faculty furniture	\$500	Per FTE	\$0	\$12,500	\$3,000	\$3,500	\$3,000
Student furniture	\$150	Per new student		\$105,000	\$15,000	\$15,000	\$15,000

TOTAL TECHNOLOGY & EQUIPMENT COSTS	\$0	\$322,625	\$176,411	\$210,678	\$294,064	\$247,864
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CHARTER SCHOOL BUDGET

Complete only the highlighted fields. All others will self populate.

Base Year 2016

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
REVENUE ASSUMPTIONS	Get LEA BEP figures (F34) from the Charter Funding Overview document, available online.	2015	2016	2017	2018	2019	2020
Number of grade levels			2	3	4	5	5
K			100	100	100	100	100
1st			100	100	100	100	100
2nd				100	100	100	100
3rd					100	100	100
4th						100	100
5th							
6th							
7th							
8th							
9th							
10th							
11th							
12th							
Total Student Enrollment		0	200	300	400	500	500
Title I (% of student body)			80%	80%	80%	80%	80%
Special Education (% of student body)			12%	12%	12%	12%	12%
Basic Education Program (funding per student)	\$8,900	Base year					
Inflation adjustor	1.03						
Title I	\$400	Per student					
IDEA	\$1,741	Per SPED student					
Breakfast Program -- Federal Reimbursement	yes	"yes" or "no"					
Breakfast Program	\$1.75	Per student per day					
Lunch Program	\$2.75	Per student per day					
Transportation		Per student					
School level fundraising	\$35	Per student					
Basic Education Program		\$1,779,947	\$2,750,019	\$3,776,692	\$4,862,491	\$5,008,366	
Title I		\$64,000	\$98,880	\$135,795	\$174,836	\$180,081	
Federal Breakfast Program		\$54,600	\$81,900	\$109,200	\$136,500	\$136,500	
Federal Lunch Program		\$85,800	\$128,700	\$171,600	\$214,500	\$214,500	
IDEA		\$41,784	\$62,676	\$83,568	\$104,460	\$104,460	
Transportation		\$0	\$0	\$0	\$0	\$0	
Charter start-up funds (Title Vb)							
Other start-up grant funds							
School level fundraising		\$7,000	\$10,500	\$14,000	\$17,500	\$17,500	
Student fees							
Investment Income							
Private fundraising (foundations, corporate)							
Private fundraising (individuals)							
TOTAL REVENUE		\$0	\$2,033,131	\$3,132,675	\$4,290,856	\$5,510,288	\$5,661,408

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
EXPENSES	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
STAFFING COSTS	2015	2016	2017	2018	2019	2020

					PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
4	General	Grade Level Assistant	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
5	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
6	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
7	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Math	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Reading	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Language Arts	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Science	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
8	Social Studies	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
9	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
10	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
11	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
12	General	Grade Level Teacher	NA	\$0.00	0.00	0.00	0.00	0.00	0.00	0.00
Total Grade Level Teachers					0.00	15.00	19.00	23.00	27.00	27.00

SALARIES

	These columns will self-populate.					
	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators						
School Director	\$0	\$85,000	\$87,550	\$90,177	\$92,882	\$95,668
AP/Director of Curriculum and Instruction	\$0	\$60,000	\$61,800	\$63,654	\$65,564	\$67,531
Business and Operations Manager	\$0	\$40,000	\$41,200	\$42,436	\$43,709	\$45,020
Dean of Students	\$0	\$0	\$0	\$63,654	\$65,564	\$67,531
Director of Development	\$0	\$0	\$0	\$0	\$0	\$0

Office Staff

	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Office Manager	\$0	\$35,000	\$36,050	\$37,132	\$38,245	\$39,393
Records Specialist	\$0	\$0	\$0	\$0	\$0	\$0
Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0

Total Administrators and Office Staff **\$0** **\$220,000** **\$226,600** **\$297,052** **\$305,964** **\$315,142**

Specialist/Electives Teachers

Special Education	\$0	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
Special Education Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Art/Music/Library	\$0	\$90,000	\$92,700	\$95,481	\$98,345	\$101,296
ESL Certified	\$0	\$0	\$0	\$0	\$0	\$0
School Counselor	\$0	\$50,000	\$51,500	\$53,045	\$54,636	\$56,275
Special Education	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
Special Education	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
Special Education	\$0	\$0	\$0	\$0	\$49,173	\$50,648
Speech Therapist	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
Art/Music/Library	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
Art/Music/Library	\$0	\$0	\$0	\$0	\$49,173	\$50,648
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0

Total Specialist/Electives Teachers **\$0** **\$230,000** **\$329,600** **\$434,969** **\$546,364** **\$562,754**

			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
K	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
K	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
K	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
K	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$140,000	\$144,200	\$148,526	\$152,982	\$157,571
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
1	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
1	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
1	General	Grade Level Teacher	\$0	\$45,000	\$46,350	\$47,741	\$49,173	\$50,648
1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$105,000	\$108,150	\$111,395	\$114,736	\$118,178
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Teacher	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
2	General	Grade Level Teacher	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
2	General	Grade Level Teacher	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
2	General	Grade Level Teacher	\$0	\$0	\$46,350	\$47,741	\$49,173	\$50,648
2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Teacher	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
3	General	Grade Level Teacher	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
3	General	Grade Level Teacher	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
3	General	Grade Level Teacher	\$0	\$0	\$0	\$47,741	\$49,173	\$50,648
3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$49,173	\$50,648
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$49,173	\$50,648
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$49,173	\$50,648
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$49,173	\$50,648
4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Total Grade Level Teacher Salaries			\$0	\$605,000	\$808,550	\$1,023,769	\$1,251,172	\$1,288,708
TOTAL SALARIES			\$0	\$1,055,000	\$1,364,750	\$1,755,790	\$2,103,499	\$2,166,604

BENEFITS

			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
Medical		Medical							
Medical		Administrators							
Medical		School Director	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		AP/Director of Curriculum and Instruction	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Business Operations Director	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Dean of Students	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423	
Medical		Director of Development	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Office Staff							
Medical		Office Manager	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Records Specialist	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Total Administrators and Office Staff	\$0	\$33,487	\$34,492	\$44,408	\$45,741	\$47,113	
Medical		Specialist/Electives Teachers							
Medical		Special Education	\$0	\$16,744	\$17,246	\$17,763	\$18,296	\$18,845	
Medical		Special Education Assistant	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Art/Music/Library	\$0	\$16,744	\$17,246	\$17,763	\$18,296	\$18,845	
Medical		ESL Certified	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		School Counselor	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Special Education	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Special Education	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423	
Medical		Special Education	\$0	\$0	\$0	\$0	\$9,148	\$9,423	
Medical		Speech Therapist	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423	
Medical		Art/Music/Library	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423	
Medical		Art/Music/Library	\$0	\$0	\$0	\$0	\$9,148	\$9,423	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
Medical		Total Specialist/Electives Teachers	\$0	\$41,859	\$60,361	\$79,935	\$100,629	\$103,648	
Medical	K	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	K	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	K	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
Medical	K	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	K	General	Grade Level Assistant	\$0	\$33,487	\$34,492	\$35,527	\$36,592	\$37,690
Medical	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	1	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	1	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	1	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	1	General	Grade Level Teacher	\$0	\$8,372	\$8,623	\$8,882	\$9,148	\$9,423
Medical	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	1	General	Grade Level Assistant	\$0	\$25,115	\$25,869	\$26,645	\$27,444	\$28,268
Medical	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Teacher	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423
Medical	2	General	Grade Level Teacher	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423
Medical	2	General	Grade Level Teacher	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423
Medical	2	General	Grade Level Teacher	\$0	\$0	\$8,623	\$8,882	\$9,148	\$9,423
Medical	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Teacher	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423
Medical	3	General	Grade Level Teacher	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423
Medical	3	General	Grade Level Teacher	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423
Medical	3	General	Grade Level Teacher	\$0	\$0	\$0	\$8,882	\$9,148	\$9,423
Medical	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$9,148	\$9,423
Medical	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$9,148	\$9,423
Medical	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$9,148	\$9,423
Medical	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$9,148	\$9,423
Medical	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
Medical	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Medical	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
Medical	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

Total Grade Level Teacher Medical Costs \$0 \$125,577 \$163,836 \$204,278 \$246,999 \$254,409

Total Medical Benefits \$0 \$200,924 \$258,689 \$328,621 \$393,369 \$405,170

FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	FICA	
			FICA						<table border="1"> <thead> <tr> <th>2015-16</th> <th>2016-17</th> <th>2017-18</th> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> </table>						2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21															
Administrators																				
School Director			\$0	\$6,503	\$6,698	\$6,899	\$7,105	\$7,319												
AP/Director of Curriculum and Instruction			\$0	\$4,590	\$4,728	\$4,870	\$5,016	\$5,166												
Business Operations Director			\$0	\$3,060	\$3,152	\$3,246	\$3,344	\$3,444												
Dean of Students			\$0	\$0	\$0	\$4,870	\$5,016	\$5,166												
Director of Development			\$0	\$0	\$0	\$0	\$0	\$0												
Office Staff																				
Office Manager			\$0	\$2,678	\$2,758	\$2,841	\$2,926	\$3,014												
Records Specialist			\$0	\$0	\$0	\$0	\$0	\$0												
Administrative Assistant			\$0	\$0	\$0	\$0	\$0	\$0												
Total Administrators and Office Staff			\$0	\$16,830	\$17,335	\$22,724	\$23,406	\$24,108												

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
FICA	Specialist/Electives Teachers							
FICA	Special Education		\$0	\$6,885	\$7,092	\$7,304	\$7,523	\$7,749
FICA	Special Education Assistant		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Art/Music/Library		\$0	\$6,885	\$7,092	\$7,304	\$7,523	\$7,749
FICA	ESL Certified		\$0	\$0	\$0	\$0	\$0	\$0
FICA	School Counselor		\$0	\$3,825	\$3,940	\$4,058	\$4,180	\$4,305
FICA	Special Education		\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	Special Education		\$0	\$0	\$0	\$3,652	\$3,762	\$3,875
FICA	Special Education		\$0	\$0	\$0	\$0	\$3,762	\$3,875
FICA	Speech Therapist		\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	Art/Music/Library		\$0	\$0	\$0	\$3,652	\$3,762	\$3,875
FICA	Art/Music/Library		\$0	\$0	\$0	\$0	\$3,762	\$3,875
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Input Teacher		\$0	\$0	\$0	\$0	\$0	\$0
FICA	Total Specialist/Electives Teachers		\$0	\$17,595	\$25,214	\$33,275	\$41,797	\$43,051

FICA	K	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	K	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	K	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	K	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

FICA	K	General	Grade Level Assistant	\$0	\$10,710	\$11,031	\$11,362	\$11,703	\$12,054
FICA	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

FICA	1	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	1	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	1	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	1	General	Grade Level Teacher	\$0	\$3,443	\$3,546	\$3,652	\$3,762	\$3,875
FICA	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

FICA	1	General	Grade Level Assistant	\$0	\$8,033	\$8,273	\$8,522	\$8,777	\$9,041
FICA	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

FICA	2	General	Grade Level Teacher	\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	2	General	Grade Level Teacher	\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	2	General	Grade Level Teacher	\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	2	General	Grade Level Teacher	\$0	\$0	\$3,546	\$3,652	\$3,762	\$3,875
FICA	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

FICA	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
FICA	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

FICA	3	General	Grade Level Teacher	\$0	\$0	\$0	\$3,652	\$3,762	\$3,875
FICA	3	General	Grade Level Teacher	\$0	\$0	\$0	\$3,652	\$3,762	\$3,875
FICA	3	General	Grade Level Teacher	\$0	\$0	\$0	\$3,652	\$3,762	\$3,875
FICA	3	General	Grade Level Teacher	\$0	\$0	\$0	\$3,652	\$3,762	\$3,875

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
FICA	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$3,762
FICA	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$3,762
FICA	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$3,762
FICA	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$3,762
FICA	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
FICA	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
FICA	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
FICA	Total Grade Level Teacher FICA Costs			\$0	\$46,283	\$61,854	\$78,318	\$95,715

Total FICA	\$0	\$80,708	\$104,403	\$134,318	\$160,918	\$165,745
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			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
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St Ret **State Retirement**

			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Administrators								
St Ret		School Director	\$0	\$7,693	\$7,923	\$8,161	\$8,406	\$8,658
St Ret		AP/Director of Curriculum and Instruction	\$0	\$5,430	\$5,593	\$5,761	\$5,934	\$6,112
St Ret		Business Operations Director	\$0	\$3,620	\$3,729	\$3,840	\$3,956	\$4,074
St Ret		Dean of Students	\$0	\$0	\$0	\$5,761	\$5,934	\$6,112
St Ret		Director of Development	\$0	\$0	\$0	\$0	\$0	\$0

			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Office Staff								
St Ret		Office Manager	\$0	\$5,397	\$5,559	\$5,726	\$5,897	\$6,074
St Ret	Non-certified	Records Specialist	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0

Total Administrators and Office Staff	\$0	\$22,140	\$22,804	\$29,248	\$30,126	\$31,030
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			2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Specialist/Electives Teachers								
St Ret		Special Education	\$0	\$8,145	\$8,389	\$8,641	\$8,900	\$9,167
St Ret		Special Education Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Art/Music/Library	\$0	\$8,145	\$8,389	\$8,641	\$8,900	\$9,167
St Ret		ESL Certified	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		School Counselor	\$0	\$4,525	\$4,661	\$4,801	\$4,945	\$5,093
St Ret		Special Education	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret		Special Education	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret		Special Education	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret		Speech Therapist	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret		Art/Music/Library	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret		Art/Music/Library	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0

Total Specialist/Electives Teachers	\$0	\$20,815	\$29,829	\$39,365	\$49,446	\$50,929
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St Ret	K	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	K	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	K	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	K	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

St Ret	K	General	Grade Level Assistant	\$0	\$12,670	\$13,050	\$13,442	\$13,845	\$14,260
St Ret	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
St Ret	1	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	1	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	1	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	1	General	Grade Level Teacher	\$0	\$4,073	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$9,503	\$9,788	\$10,081	\$10,384	\$10,695
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$4,195	\$4,321	\$4,450	\$4,584
St Ret	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$4,321	\$4,450	\$4,584
St Ret	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$4,450	\$4,584
St Ret	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
St Ret	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
St Ret	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret								
St Ret	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret								
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret								
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret								
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret								
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
St Ret	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

Total Grade Level Teacher State Retirement Costs **\$0** **\$54,753** **\$73,174** **\$92,651** **\$113,231** **\$116,628**

Total State Retirement Costs **\$0** **\$97,707** **\$125,806** **\$161,264** **\$192,803** **\$198,587**

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	
LI	Life Insurance						
LI	Administrators						
LI	School Directors						
LI	School Director	\$0	\$1,386	\$1,427	\$1,470	\$1,514	\$1,559
LI	AP/Director of Curriculum and Instruction	\$0	\$978	\$1,007	\$1,038	\$1,069	\$1,101
LI	Business Operations Director	\$0	\$652	\$672	\$692	\$712	\$734
LI	Dean of Students	\$0	\$0	\$0	\$1,038	\$1,069	\$1,101
LI	Director of Development	\$0	\$0	\$0	\$0	\$0	\$0
LI							
LI	Office Staff						
LI	Office Manager	\$0	\$571	\$588	\$605	\$623	\$642
LI	Records Specialist	\$0	\$0	\$0	\$0	\$0	\$0
LI	Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI							
LI	Total Administrators and Office Staff						
LI		\$0	\$3,586	\$3,694	\$4,842	\$4,987	\$5,137
LI	Specialist/Electives Teachers						
LI	Special Education	\$0	\$1,467	\$1,511	\$1,556	\$1,603	\$1,651
LI	Special Education Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	Art/Music/Library	\$0	\$1,467	\$1,511	\$1,556	\$1,603	\$1,651
LI	ESL Certified	\$0	\$0	\$0	\$0	\$0	\$0
LI	School Counselor	\$0	\$815	\$839	\$865	\$891	\$917
LI	Special Education	\$0	\$0	\$756	\$778	\$802	\$826
LI	Special Education	\$0	\$0	\$0	\$778	\$802	\$826
LI	Special Education	\$0	\$0	\$0	\$0	\$802	\$826
LI	Speech Therapist	\$0	\$0	\$756	\$778	\$802	\$826

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
LI		Art/Music/Library	\$0	\$0	\$0	\$778	\$802	\$826	
LI		Art/Music/Library	\$0	\$0	\$0	\$0	\$802	\$826	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0	
LI		Total Specialist/Electives Teachers	\$0	\$3,749	\$5,372	\$7,090	\$8,906	\$9,173	
LI									
LI	K	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	K	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	K	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	K	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	K	General	Grade Level Assistant	\$0	\$2,282	\$2,350	\$2,421	\$2,494	\$2,568
LI	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	1	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	1	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	1	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	1	General	Grade Level Teacher	\$0	\$734	\$756	\$778	\$802	\$826
LI	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	1	General	Grade Level Assistant	\$0	\$1,712	\$1,763	\$1,816	\$1,870	\$1,926
LI	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	2	General	Grade Level Teacher	\$0	\$0	\$756	\$778	\$802	\$826
LI	2	General	Grade Level Teacher	\$0	\$0	\$756	\$778	\$802	\$826
LI	2	General	Grade Level Teacher	\$0	\$0	\$756	\$778	\$802	\$826
LI	2	General	Grade Level Teacher	\$0	\$0	\$756	\$778	\$802	\$826
LI	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	3	General	Grade Level Teacher	\$0	\$0	\$0	\$778	\$802	\$826
LI	3	General	Grade Level Teacher	\$0	\$0	\$0	\$778	\$802	\$826
LI	3	General	Grade Level Teacher	\$0	\$0	\$0	\$778	\$802	\$826
LI	3	General	Grade Level Teacher	\$0	\$0	\$0	\$778	\$802	\$826
LI	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$802	\$826
LI	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$802	\$826

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5	
LI	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$802	\$826
LI	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$802	\$826
LI	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
LI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
LI									
	Total Grade Level Teacher Life Insurance Costs			\$0	\$9,862	\$13,179	\$16,687	\$20,394	\$21,006
	Total Life Insurance			\$0	\$17,197	\$22,245	\$28,619	\$34,287	\$35,316

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21		
GASB 45	GASB 45								
GASB 45									
GASB 45	Administrators								
GASB 45	School Director	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	AP/Director of Curriculum and Instruction	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Business Operations Director	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Dean of Students	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Director of Development	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45									
GASB 45	Office Staff								
GASB 45	Office Manager	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Records Specialist	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Administrative Assistant	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45									
GASB 45	Total Administrators and Office Staff	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45									
GASB 45	Specialist/Electives Teachers								
GASB 45	Special Education	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Special Education Assistant	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Art/Music/Library	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	ESL Certified	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	School Counselor	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Special Education	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Special Education	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Special Education	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Speech Therapist	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Art/Music/Library	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Art/Music/Library	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Input Teacher	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45	Total Specialist/Electives Teachers	\$0	\$0	\$0	\$0	\$0	\$0		
GASB 45									
GASB 45									
GASB 45									
GASB 45	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45									
GASB 45	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	K	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45									
GASB 45	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45									
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
GASB 45	1	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	2	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	3	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
GASB 45								
GASB 45	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
UI	4	General	Grade Level Assistant	\$0	\$0	\$0	\$0	\$0
UI	5	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	5	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	5	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	5	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	5	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	5	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	6	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	6	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	6	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	6	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	6	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	7	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	7	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	7	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	7	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	7	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	8	Math	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	8	Reading	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	8	Language Arts	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	8	Science	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	8	Social Studies	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	9	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	10	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	11	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0
UI	12	General	Grade Level Teacher	\$0	\$0	\$0	\$0	\$0

Total Grade Level Teacher Unemployment Insurance \$0 \$3,645 \$4,617 \$5,589 \$6,561 \$6,561

Total Unemployment Insurance \$0 \$5,832 \$7,290 \$8,991 \$10,449 \$10,449

TOTAL BENEFITS \$0 \$402,367 \$518,434 \$661,814 \$791,825 \$815,267
% of Salaries #DIV/0! 38.1% 38.0% 37.7% 37.6% 37.6%

PART-TIME EMPLOYEES 2015-16 2016-17 2017-18 2018-19 2019-20 2020-21

Input part-time employee/Title						
Percentage of full-time FTE	0.00	1.00	1.50	2.00	2.50	2.50

[INSERT School Name]

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Annualized salary	\$48,000	\$0	\$48,000	\$72,000	\$96,000	\$120,000	\$120,000
Input part-time employee/Title							
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee/Title							
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee/Title							
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Input part-time employee/Title							
Percentage of full-time FTE		0.00	0.00	0.00	0.00	0.00	0.00
Annualized salary	\$0	\$0	\$0	\$0	\$0	\$0	\$0

PART TIME SALARIES		\$0	\$48,000	\$72,000	\$96,000	\$120,000	\$120,000
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PERFORMANCE BONUSES		\$0	\$31,650	\$40,943	\$52,674	\$63,105	\$64,998
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PAYROLL SERVICES		\$0	\$6,000	\$7,440	\$9,120	\$10,560	\$10,560
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Instruction	Assumptions	PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Professional development	\$1,000 Per FTE		\$25,000	\$31,000	\$38,000	\$44,000	\$44,000
Admin furniture & Equip (<\$500)	\$40 Per FTE		\$1,000	\$1,240	\$1,520	\$1,760	\$1,760
Food for Meetings	\$4,500 Per Year		\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
Background Checks	\$2,000 Per Year		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Travel expense	\$0 Per Year		\$0	\$0	\$0	\$0	\$0
Staff recruitment	Per Year		\$0	\$0	\$0	\$0	\$0
Student recruitment and marketing	\$5,000 Annual expense		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Textbooks - initial costs	\$35 Per student		\$7,000	\$3,500	\$3,500	\$3,500	\$0
Textbooks - repurchase of new books	5 Number of years use				\$0	\$0	\$0
Library books	Per student		\$0	\$0	\$0	\$0	\$0
Charter application		\$0					
Printing paper	Per student		\$0	\$0	\$0	\$0	\$0
Assessment costs	\$50 Per student		\$10,000	\$15,000	\$20,000	\$25,000	\$25,000
Contracted SPED	\$492 Per student		\$11,808	\$17,712	\$23,616	\$29,520	\$29,520
Supplies for students	\$95 Per student		\$19,000	\$28,500	\$38,000	\$47,500	\$47,500
Instructional supplies - Teachers (just teaching faculty)	Per Instructional FTE		\$0	\$0	\$0	\$0	\$0
General office supplies	\$2,000 Per month		\$24,000	\$24,000	\$24,000	\$24,000	\$24,000
School uniforms - new students	\$75 Per new student		\$15,000	\$7,500	\$7,500	\$7,500	\$0
School uniforms - returning students	\$50 Per returning student			\$10,000	\$15,000	\$20,000	\$25,000
Classroom furniture <\$500	\$50 Per new student		\$10,000	\$5,000	\$5,000	\$5,000	\$0
Yearbook	\$0 Annual Exp		\$0	\$0	\$0	\$0	\$0
School Store	\$0 Annual Exp		\$0	\$0	\$0	\$0	\$0
General building decorum	\$2,000 Annual Exp		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
Health supplies	\$5 Per student per year		\$1,000	\$1,500	\$2,000	\$2,500	\$2,500
Bank fees	Annual Exp		\$0	\$0	\$0	\$0	\$0
Postage and shipping	\$10 Per student		\$2,000	\$3,000	\$4,000	\$5,000	\$5,000
Athletic Equip (<\$500)	\$850 Annual Exp		\$850	\$850	\$850	\$850	\$850
Music Program	\$30 Per student		\$4,500	\$6,750	\$9,000	\$11,250	\$11,250
Gifts & awards - students	\$10 Per student		\$2,000	\$3,000	\$4,000	\$5,000	\$5,000
Gifts & awards - faculty and staff	\$258 Per FTE		\$6,450	\$7,998	\$9,804	\$11,352	\$11,352

			PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
Field trips - local	\$2,300	Per grade level		\$4,600	\$6,900	\$9,200	\$11,500	\$11,500
Field trips - out of state	\$0	Per grade level		\$0	\$0	\$0	\$0	\$0
Parent & staff meetings		Annual Exp	\$0	\$0	\$0	\$0	\$0	\$0
Saturday School (contractors for instruction)		Input "yes" or "no"		\$0	\$0	\$0	\$0	\$0

Total Instructional Supplies			\$0	\$157,708	\$186,950	\$228,490	\$268,732	\$257,732
<i>Per student</i>				\$789	\$623	\$571	\$537	\$515

Contracted Services

Annual audit	\$10,000	Per year		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Accounting & fiscal services	\$26,000	Per year		\$26,000	\$26,000	\$26,000	\$26,000	\$26,000
Legal funds		Per year	\$0	\$0	\$0	\$0	\$0	\$0
KIPP Licensing Fee	1%	Per year	\$0	\$17,799	\$27,500	\$30,000	\$30,000	\$30,000
CMO fees (if applicable)	8%	Per year	\$0	\$142,396	\$220,001	\$302,135	\$388,999	\$400,669

Total Contract Services			\$0	\$196,195	\$283,502	\$368,135	\$454,999	\$466,669
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		School Pays? yes or no						
Food Program								
Breakfast	YES	\$1.75	Per student	\$68,250	\$102,375	\$136,500	\$170,625	\$170,625
			Per student (not covered by Title I)	\$107,250	\$160,875	\$214,500	\$268,125	\$268,125
Lunch program	YES	\$2.75	Per student	\$0	\$0	\$0	\$0	\$0
Snacks			Per student	\$0	\$0	\$0	\$0	\$0
Saturday food program			Input "yes or "no"	\$0	\$0	\$0	\$0	\$0

Total Food Costs			\$0	\$175,500	\$263,250	\$351,000	\$438,750	\$438,750
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TOTAL GENERAL OPERATING EXPENSES			\$0	\$529,403	\$733,702	\$947,625	\$1,162,481	\$1,163,151
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TRANSPORTATION COSTS ASSUMPTIONS

		PLANNING	YR 1	YR 2	YR 3	YR 4	YR 5
		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
		2015	2016	2017	2018	2019	2020
Percentage of students transported	75%						
Students per bus	78						
Bus purchase price (used bus)	\$50,000						
Miles driven per bus per day	75						
Miles driven per bus per year	14,625						
Miles per gallon	9.00						
Gallons purchased per year	1,625.00						
Price per gallon	\$4.00						
Annual fuel costs per bus	\$6,500.00						
Maintenance costs per bus	\$0.05						
Annual maintenance costs per bus	\$731						
Bus Contracting Costs	\$2,625						

Number of students participating		150	225	300	375	375
Number of buses required		2	3	4	5	5
Bus purchasing costs		\$100,000	\$50,000	\$50,000	\$50,000	\$0
Fuel costs		\$13,000	\$19,500	\$26,000	\$32,500	\$32,500
Maintenance costs		\$1,463	\$2,194	\$2,925	\$3,656	\$3,656
Bus Contracting Costs		\$5,250	\$7,875	\$10,500	\$13,125	\$13,125

TOTAL TRANSPORTATION COSTS		\$0	\$119,713	\$79,569	\$89,425	\$99,281	\$49,281
<i>Per student</i>			\$798.08	\$353.64	\$298.08	\$264.75	\$131.42

Flag Football (8 home games; 8 away games)						
Head coach	\$1,000					

Assistant Coach	\$500	
Equipment		
Uniforms	\$300	Assumption?
Footballs	\$100	
Flags/Misc Equipment	\$400	per away game
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$4,300	

Boys Basketball (12 home games; 12 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$500	Assumption?
Basketballs	\$100	
Misc Equipment	\$200	per away game
Transportation	\$1,800	\$150 per away game - bus rental
Referees	\$1,200	2 refs per home game - \$50 ref
Gym rental	\$0	\$35/hour? - could be up to \$6K
Total Costs	\$5,300	

Girls Cheerleading (12 home games; 12 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$500	Assumption?
Basketballs	\$100	
Misc Equipment	\$200	per away game
Transportation	\$1,800	\$150 per away game - bus rental
Referees	\$1,200	2 refs per home game - \$50 ref
Gym rental	\$0	\$35/hour? - could be up to \$6K
Total Costs	\$5,300	

Boys Soccer (8 home games; 8 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$400	Assumption?
Soccer balls	\$150	
Shin guards, Misc Equipment	\$400	per away game
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$4,450	

Girls Soccer (8 home games; 8 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$400	Assumption?
Soccer balls	\$150	
Shin guards, Misc Equipment	\$400	per away game
Soccer goals	\$2,000	\$1,000 per goal - 2 goals
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$6,450	

Boys track and field (8 home games; 8 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$0	
Other Equipment	\$0	Possible grant?
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$3,500	

Girls track and field (8 home games; 8 away games)

PLANNING YR 1 YR 2 YR 3 YR 4 YR 5

Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$0	
Other Equipment	\$0	Possible grant?
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$3,500	

Boys Lacrosse (8 home games; 8 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment		
Uniforms	\$0	
Other Equipment	\$0	Possible grant?
Transportation	\$1,200	\$150 per away game - bus rental
Referees	\$800	2 refs per home game - \$50 ref
Total Costs	\$3,500	

Girls Lacrosse (8 home games; 8 away games)		
Head coach	\$1,000	
Assistant Coach	\$500	
Equipment	60.00	
Uniforms	\$0	
Other Equipment	\$1,200	Possible grant?
Transportation	\$800	\$150 per away game - bus rental
Referees		2 refs per home game - \$50 ref
Total Costs	\$3,560	

	Active program?						
Football	no	\$0	\$0	\$0	\$0	\$0	\$0
Boy's basketball	no	\$0	\$0	\$0	\$0	\$0	\$0
Girl's cheerleading	no	\$0	\$0	\$0	\$0	\$0	\$0
Boy's soccer	no	\$0	\$0	\$0	\$0	\$0	\$0
Girl's soccer	no	\$0	\$0	\$0	\$0	\$0	\$0
Boy's track and field	no	\$0	\$0	\$0	\$0	\$0	\$0
Girl's track and field	no	\$0	\$0	\$0	\$0	\$0	\$0
Boy's lacrosse	no	\$0	\$0	\$0	\$0	\$0	\$0
Girl's lacrosse	no	\$0	\$0	\$0	\$0	\$0	\$0

TOTAL ATHLETIC COSTS	\$0	\$0	\$0	\$0	\$0	\$0
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TOTAL EXPENSES (not including Facilities, Equip, Tech)	\$0	\$2,192,132	\$2,816,837	\$3,612,447	\$4,350,752	\$4,389,862
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Budget Component
KIPP Nashville Region - Network Budget Projection

	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	24 - 25
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Number of Students	648	1,018	1,588	2,159	2,554	2,839	2,998	3,003	3,013	3,021	2,992
Number of Employees	78	122	181	230	258	279	290	290	289	289	287
<i>Students per Employee</i>	8.3	8.3	8.8	9.4	9.9	10.2	10.4	10.4	10.4	10.5	10.4
REVENUE											
Gross base Per Pupil	\$5,480,344	\$8,892,523	\$14,350,770	\$20,094,183	\$24,468,444	\$28,020,851	\$30,482,229	\$31,455,121	\$32,503,084	\$33,574,870	\$34,237,365
Capital Outlay	\$112,750	\$176,542	\$267,388	\$362,060	\$428,782	\$478,615	\$504,564	\$511,631	\$518,819	\$525,134	\$527,692
Race To The Top - Federal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title I	\$226,419	\$355,786	\$561,399	\$772,758	\$932,884	\$1,063,946	\$1,155,858	\$1,192,849	\$1,232,767	\$1,273,581	\$1,298,129
Title II A	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Title Vb	\$451,012	\$550,000	\$300,000	\$0	\$200,000	\$0	\$0	\$0	\$0	\$0	\$0
I-3	\$129,394	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
US DOE	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Gross IDEA Funds	\$131,399	\$210,878	\$337,370	\$469,651	\$570,458	\$652,374	\$709,212	\$731,831	\$756,185	\$781,094	\$796,599
IDEA - B	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Miles Fellowship	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Federal Revenue	\$227,623	\$365,086	\$583,563	\$810,114	\$989,789	\$1,132,087	\$1,230,806	\$1,270,065	\$1,312,334	\$1,355,567	\$1,382,460
Other Federal Revenue	\$348,216	\$563,943	\$908,988	\$1,269,829	\$1,544,714	\$1,768,007	\$1,922,806	\$1,984,159	\$2,050,233	\$2,117,811	\$2,159,700
Walton Family Foundation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Individuals	\$375,500	\$375,500	\$375,500	\$375,500	\$375,500	\$0	\$0	\$0	\$0	\$0	\$0
Board Giving	\$7,600	\$7,600	\$7,600	\$7,600	\$7,600	\$0	\$0	\$0	\$0	\$0	\$0
Corporations	\$237,063	\$237,063	\$237,063	\$237,063	\$237,063	\$0	\$0	\$0	\$0	\$0	\$0
Churches	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500	\$0	\$0	\$0	\$0	\$0	\$0
Foundations	\$378,281	\$378,281	\$378,281	\$378,281	\$378,281	\$0	\$0	\$0	\$0	\$0	\$0
Staff Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
In-Kind Contributions	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Corporations - Restricted	\$125,000	\$625,000	\$400,000	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Loans	\$400,000	\$0	\$0	\$0	-\$250,000	\$0	\$0	\$0	\$0	\$0	\$0
Student Activity Fees	\$8,586	\$14,042	\$22,373	\$30,984	\$37,104	\$42,122	\$46,219	\$47,742	\$49,419	\$51,128	\$51,854
Other School Fees	\$22,013	\$35,328	\$56,519	\$78,680	\$95,568	\$109,291	\$118,813	\$122,602	\$126,682	\$130,855	\$133,453
Interest on Investments	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828	\$13,828
Donated Good and Services	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500	\$500
Other Income	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Management Fee	\$447,487	\$723,325	\$1,162,948	\$1,624,146	\$1,974,847	\$2,259,804	\$2,458,476	\$2,537,012	\$2,621,659	\$2,708,222	\$2,761,254
TOTAL REVENUE	\$9,124,515	\$13,526,725	\$19,965,590	\$26,526,676	\$31,655,580	\$35,541,426	\$38,643,311	\$39,867,340	\$41,185,509	\$42,532,590	\$43,362,834
	10%	7%	4%	3%	3%						
EXPENSES											
Personnel Expenses											
Salaries	\$4,358,177	\$6,535,814	\$9,669,206	\$12,540,342	\$14,457,427	\$16,100,171	\$17,172,712	\$17,686,408	\$18,156,801	\$18,700,020	\$19,134,954
Benefits and Other	\$1,464,152	\$2,245,322	\$3,316,669	\$4,277,166	\$4,897,145	\$5,421,383	\$5,777,785	\$5,952,239	\$6,109,217	\$6,289,997	\$6,435,747
Total Personnel Expenses	\$5,822,329	\$8,781,137	\$12,985,875	\$16,817,509	\$19,354,572	\$21,521,554	\$22,950,497	\$23,638,647	\$24,266,017	\$24,990,016	\$25,570,701
Direct Student Expenses											
General Direct Student Exp	\$1,094,464	\$1,664,152	\$2,574,990	\$3,484,917	\$4,156,313	\$4,715,696	\$5,076,206	\$5,218,028	\$5,390,685	\$5,566,528	\$5,675,541
Transportation	\$103,657	\$143,719	\$215,368	\$266,299	\$308,323	\$343,735	\$363,207	\$374,103	\$385,326	\$396,886	\$408,793
Direct Student Technology	\$35,700	\$36,771	\$37,874	\$39,010	\$40,181	\$41,386	\$42,628	\$43,906	\$45,224	\$46,580	\$47,978
Athletic Program	\$98,680	\$128,872	\$174,454	\$227,904	\$267,010	\$299,376	\$322,711	\$332,886	\$343,619	\$354,744	\$362,190
Total Direct Student Expenses	\$1,332,500	\$1,973,514	\$3,002,686	\$4,018,130	\$4,771,826	\$5,400,193	\$5,804,752	\$5,968,924	\$6,164,854	\$6,364,739	\$6,494,502

Budget Component
KIPP Nashville Region - Network Budget Projection

	14 - 15	15 - 16	16 - 17	17 - 18	18 - 19	19 - 20	20 - 21	21 - 22	22 - 23	23 - 24	24 - 25
	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024
Administration											
General Admin Exp	\$674,084	\$1,036,554	\$1,609,658	\$2,233,168	\$2,645,231	\$2,922,436	\$3,096,166	\$3,163,985	\$3,261,263	\$3,360,828	\$3,426,735
Marketing / Recruitment	\$62,058	\$69,383	\$82,392	\$90,660	\$93,380	\$96,181	\$99,066	\$102,038	\$105,099	\$108,252	\$111,500
Board & Staff Development	\$194,675	\$276,430	\$386,521	\$479,649	\$544,692	\$600,467	\$635,861	\$654,937	\$672,941	\$693,129	\$710,435
Travel & Entertainment	\$9,785	\$10,079	\$10,381	\$10,692	\$11,013	\$11,343	\$11,684	\$12,034	\$12,395	\$12,767	\$13,150
Professional Services	\$166,591	\$223,471	\$326,624	\$391,702	\$409,650	\$426,780	\$442,014	\$455,273	\$468,667	\$482,714	\$496,649
Admin Technology	\$298,079	\$362,634	\$525,155	\$657,779	\$756,081	\$838,830	\$896,235	\$923,489	\$950,255	\$979,369	\$1,003,209
Total Administration	\$1,405,271	\$1,978,550	\$2,940,731	\$3,863,650	\$4,460,047	\$4,896,036	\$5,181,026	\$5,311,756	\$5,470,621	\$5,637,059	\$5,761,678
Facilities	\$771,523	\$890,319	\$1,427,948	\$1,947,718	\$2,271,786	\$2,604,711	\$2,832,171	\$2,922,267	\$3,019,094	\$3,118,158	\$3,181,429
Depreciation	\$247,645	\$351,627	\$529,161	\$675,352	\$743,513	\$835,292	\$845,453	\$801,500	\$791,468	\$801,935	\$768,064
TOTAL EXPENSES	\$9,579,268	\$13,975,147	\$20,886,400	\$27,322,359	\$31,601,743	\$35,257,787	\$37,613,899	\$38,643,094	\$39,712,054	\$40,911,907	\$41,776,375
NET OPERATING INCOME (LOSS)	(\$454,754)	(\$448,422)	(\$920,810)	(\$795,683)	\$53,837	\$283,639	\$1,029,412	\$1,224,246	\$1,473,455	\$1,620,683	\$1,586,460
<i>Per student</i>	<i>-\$702</i>	<i>-\$440</i>	<i>-\$580</i>	<i>-\$368</i>	<i>\$21</i>	<i>\$100</i>	<i>\$343</i>	<i>\$408</i>	<i>\$489</i>	<i>\$536</i>	<i>\$530</i>
CASH FLOW SUMMARY											
Net Income (Loss)	-\$454,754	-\$448,422	-\$920,810	-\$795,683	\$53,837	\$283,639	\$1,029,412	\$1,224,246	\$1,473,455	\$1,620,683	\$1,586,460
Depreciation	\$247,645	\$351,627	\$529,161	\$675,352	\$743,513	\$835,292	\$845,453	\$801,500	\$791,468	\$801,935	\$768,064
Other Operating Cash Flow Adjustments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Cash Flow Adjustments	-\$207,109	-\$96,795	-\$391,649	-\$120,331	\$797,350	\$1,118,931	\$1,874,865	\$2,025,746	\$2,264,924	\$2,422,618	\$2,354,524
Investing Activities											
Land	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building and Building Improvements	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Furniture & Equipment	-\$401,008	-\$471,617	-\$809,730	-\$687,511	-\$721,013	-\$746,842	-\$510,959	-\$589,967	-\$669,539	-\$874,796	-\$715,103
Buses / Transportation	-\$51,500	-\$162,318	-\$220,184	-\$286,442	-\$235,333	-\$180,899	-\$63,339	\$0	\$0	\$0	\$0
Cash provided by (used in) Investing Activities	-\$452,508	-\$633,935	-\$1,029,915	-\$973,953	-\$956,346	-\$927,740	-\$574,297	-\$589,967	-\$669,539	-\$874,796	-\$715,103
Financing Activities											
Facility Principal Loan Payments	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Other Long Term Liabilities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Cash provided by (used in) Financing Activities	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CASH SURPLUS (DEFICIT)	(\$659,617)	(\$730,730)	(\$1,421,563)	(\$1,094,284)	(\$158,996)	\$191,191	\$1,300,567	\$1,435,779	\$1,595,385	\$1,547,822	\$1,639,421
Beginning Cash	\$4,532,716	\$3,873,099	\$3,142,369	\$1,720,805	\$626,521	\$467,526	\$658,716	\$1,959,283	\$3,395,062	\$4,990,447	\$6,538,269
ENDING CASH	\$3,873,099	\$3,142,369	\$1,720,805	\$626,521	\$467,526	\$658,716	\$1,959,283	\$3,395,062	\$4,990,447	\$6,538,269	\$8,177,690

\$ 14,791.95 \$ 13,724.81 \$ 13,154.17 \$ 12,652.76 \$ 12,373.24

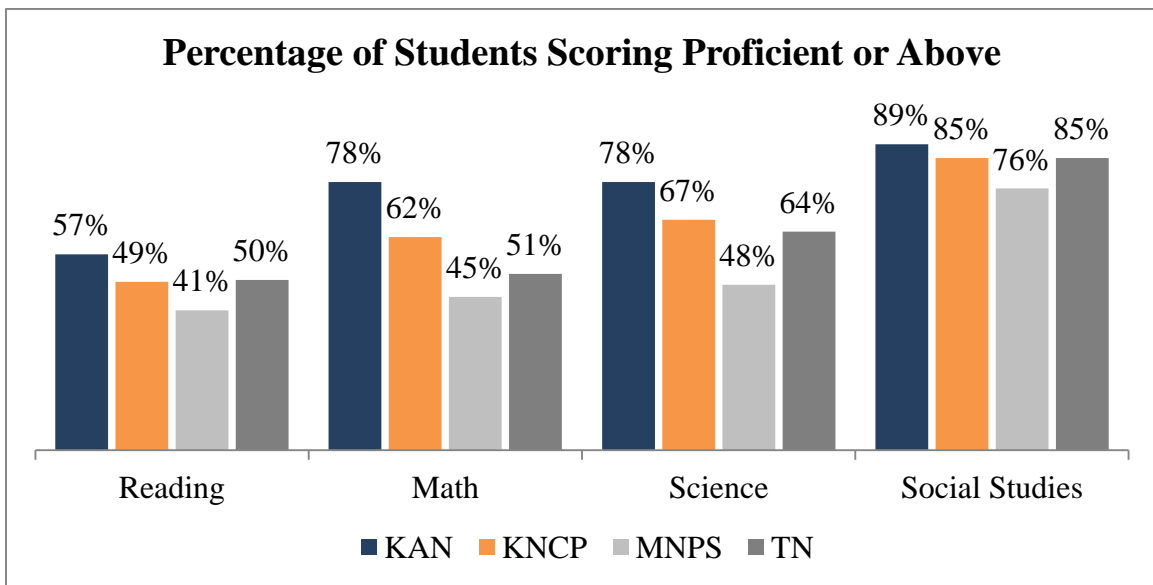
Verification of State Template to Budget Summary

KIPP Nashville Performance Summary

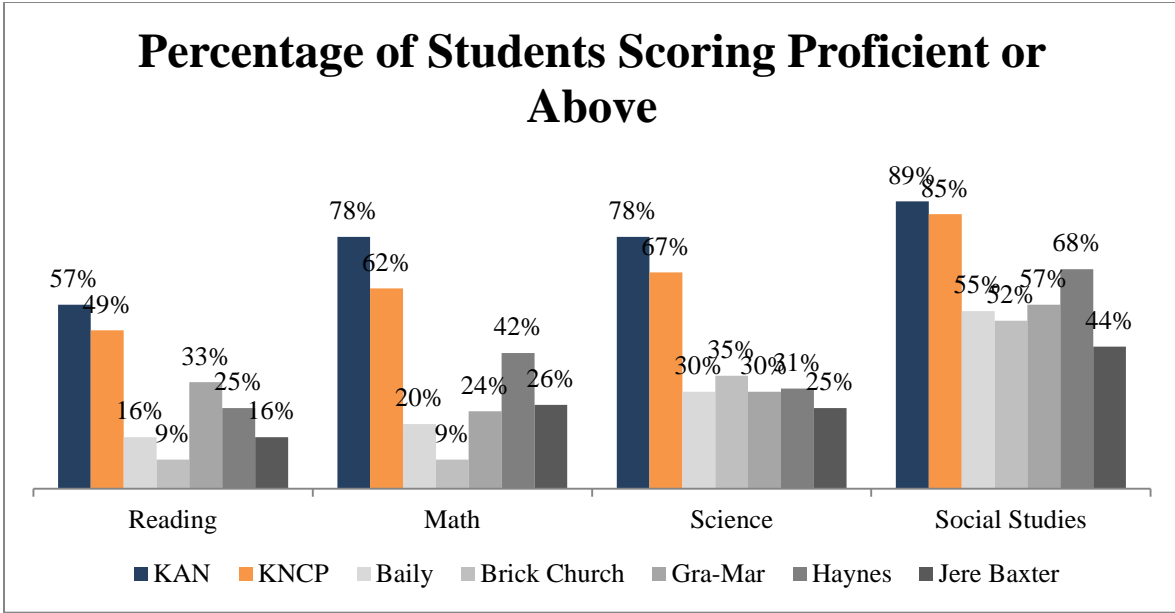
KIPP Nashville is the pipeline to and through college for the 645 students currently enrolled at the region’s two middle and one high school. In the nearly ten years KIPP Nashville has operated, its schools have been some of the highest performing—a result it will replicate with the opening of KIPP Nashville Primary.

Academic Performance

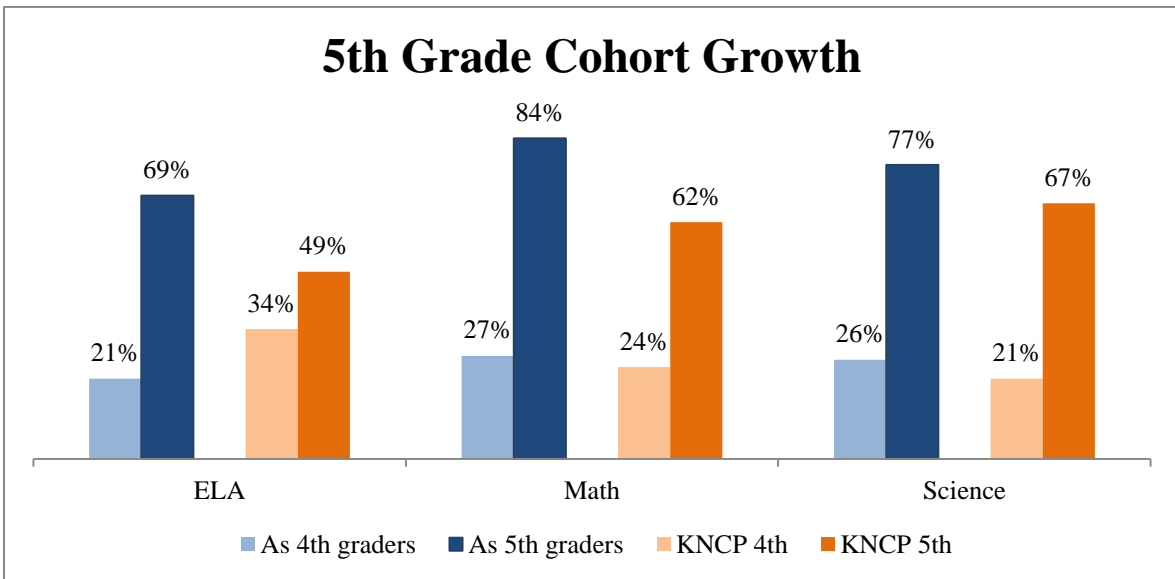
Since 2012, both KIPP Nashville middle schools (the KIPP high school does not yet have data to report) have earned an “Excelling” rating on the Academic Performance Framework. In 2013, KAN was named a SCORE prize finalist and a Tennessee Reward School with the top growth in reading and math among all Nashville middle schools. As demonstrated in the table below, KIPP schools outperform the district across all grade levels and the state across all grade levels in most content areas.

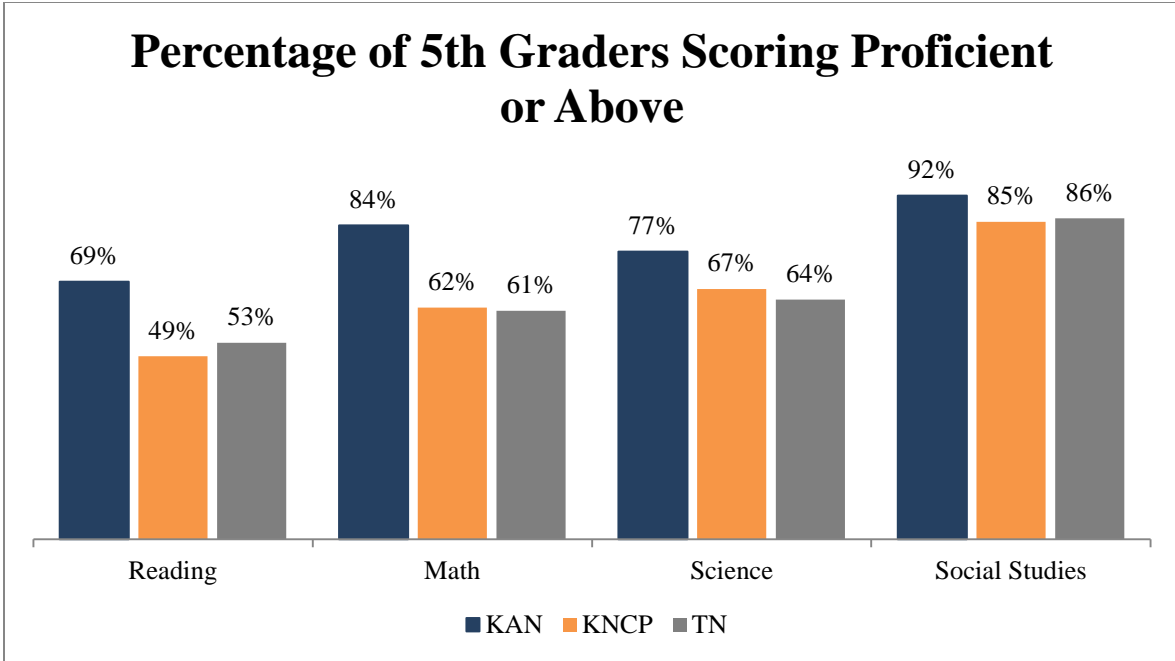


Both schools scored significantly higher than neighborhood schools, as shown below.

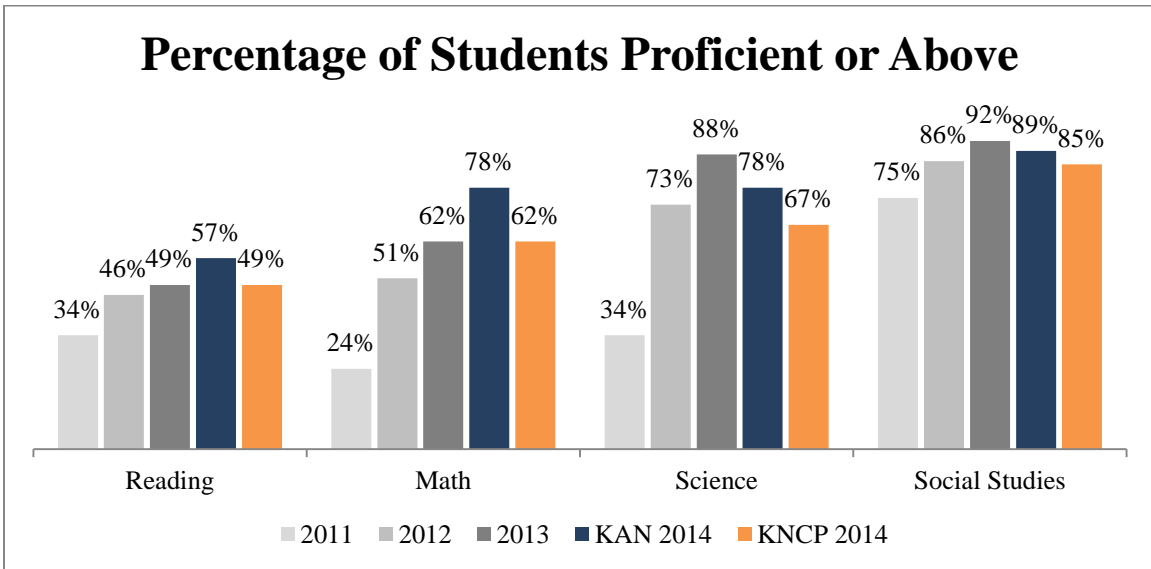


Achievement percentages are especially notable given the gains made in just the first year at KIPP. As demonstrated in the tables below, the majority of students enrolling in KIPP middle schools are not scoring proficient or above on the TCAP. After fifth grade at a KIPP middle school, the percentage of students who score Proficient or above increases by as much as 57 percentage points. KIPP 5th graders move from having below the district and state average rates of proficiency in all content areas to at or above those averages in all but two content areas in just one year.





The impact of KIPP over the four years of enrollment is even more significant. As demonstrated in the table below, the percentage of KIPP students who score Proficient or above on the TCAP persists over the four years at the school, closing the achievement gap for KIPPsters. The achievement of KIPP Nashville students has increased year over year, demonstrating the impact of the best practices the network will leverage on behalf of its new schools to ensure they open with strong outcomes.



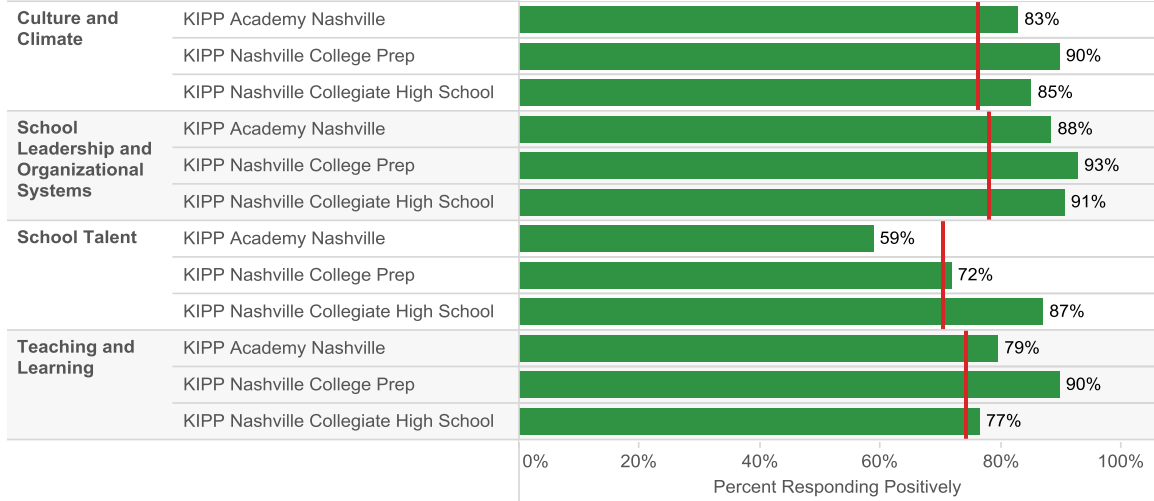
Operational Performance

The academic results of KIPP are underpinned by its excellent outcomes in operations. Student retention in 2014 is at an all-time high with 89% at KNCP, 88% at KAN, and 84% of KIPP 8th graders choosing to stay with KIPP Nashville for the high school’s opening year. Attendance at

KIPP Nashville Primary Application

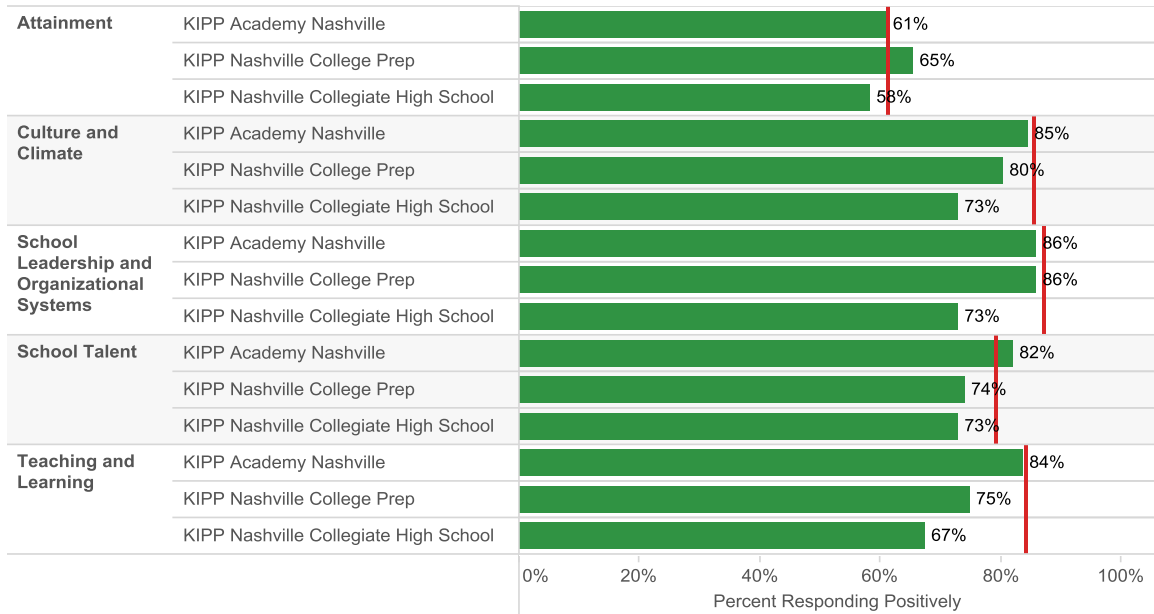
KIPP middle schools was 95% and 98% in 2014, and parent and staff survey data (below) demonstrate the positive feedback from stakeholders across the network.

2014-2015 KIPP Healthy Schools and Regions Survey Results Teacher Survey



*Red lines denote national KIPP average

2014-2015 KIPP Healthy Schools and Regions Survey Results Parent Survey



*Red lines denote national KIPP average

See the Annual Reports for 2012-2014 included as Attachment 1 and the 2012-2013 regional report cards in Attachment 7 for additional details about the network's performance over the past three years.

KIPP Nashville

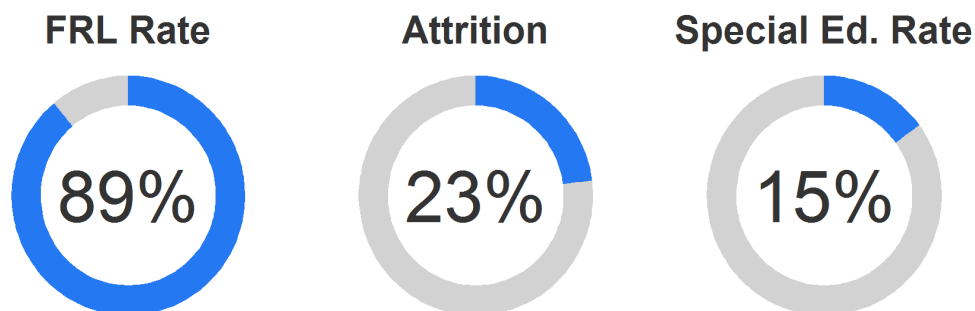
3410 Knight Drive Nashville, TN 37207
 www.kippnashville.org
 615-226-4484

This is a summary of all **Region Level** data the Foundation plans on including in the 2013 KIPP Annual Report Card. Please verify that all data is accurate as of **November, 2013**, and obtain **ED sign-off** for it's inclusion in the report card. If you have any questions, please contact Mike Hilton at mhilton@kipp.org.

Region Leader

Randy Dowell

Region Demographics



Total Students	424
Percent Male	49
Percent Female	51
Percent Black	78
Percent Latino	17
Percent Asian	0
Percent Other	0
Percent White	4

Number of Teachers (FTE)

26

Teacher Retention

Retained in Position: 45%
 Retained in KIPP: 59%

Attainment

N/A

N/A

HS Assessment

Avg. ACT

Avg. SAT

AP (% 3+)

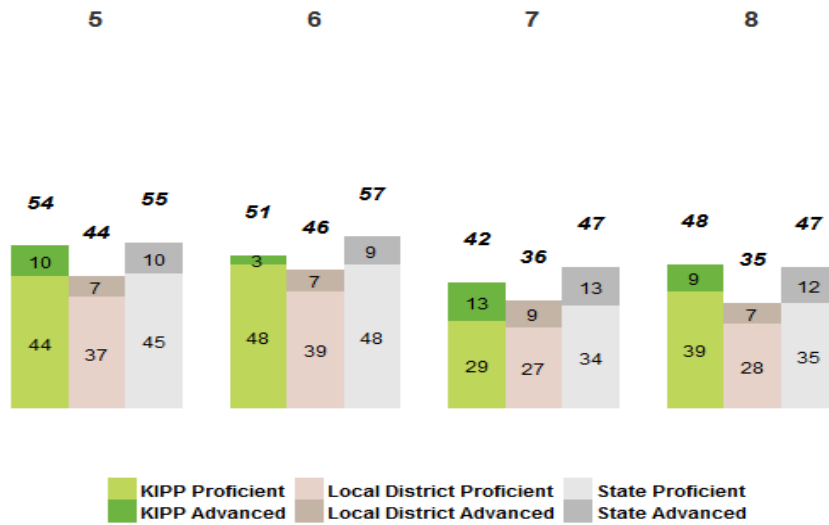
N/A

N/A

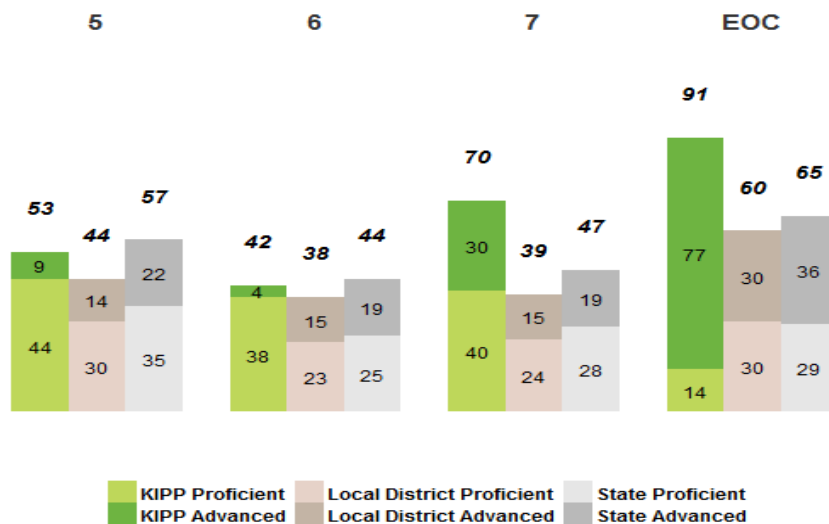
N/A

State Assessment Results

Reading



Mathematics



MAP Results

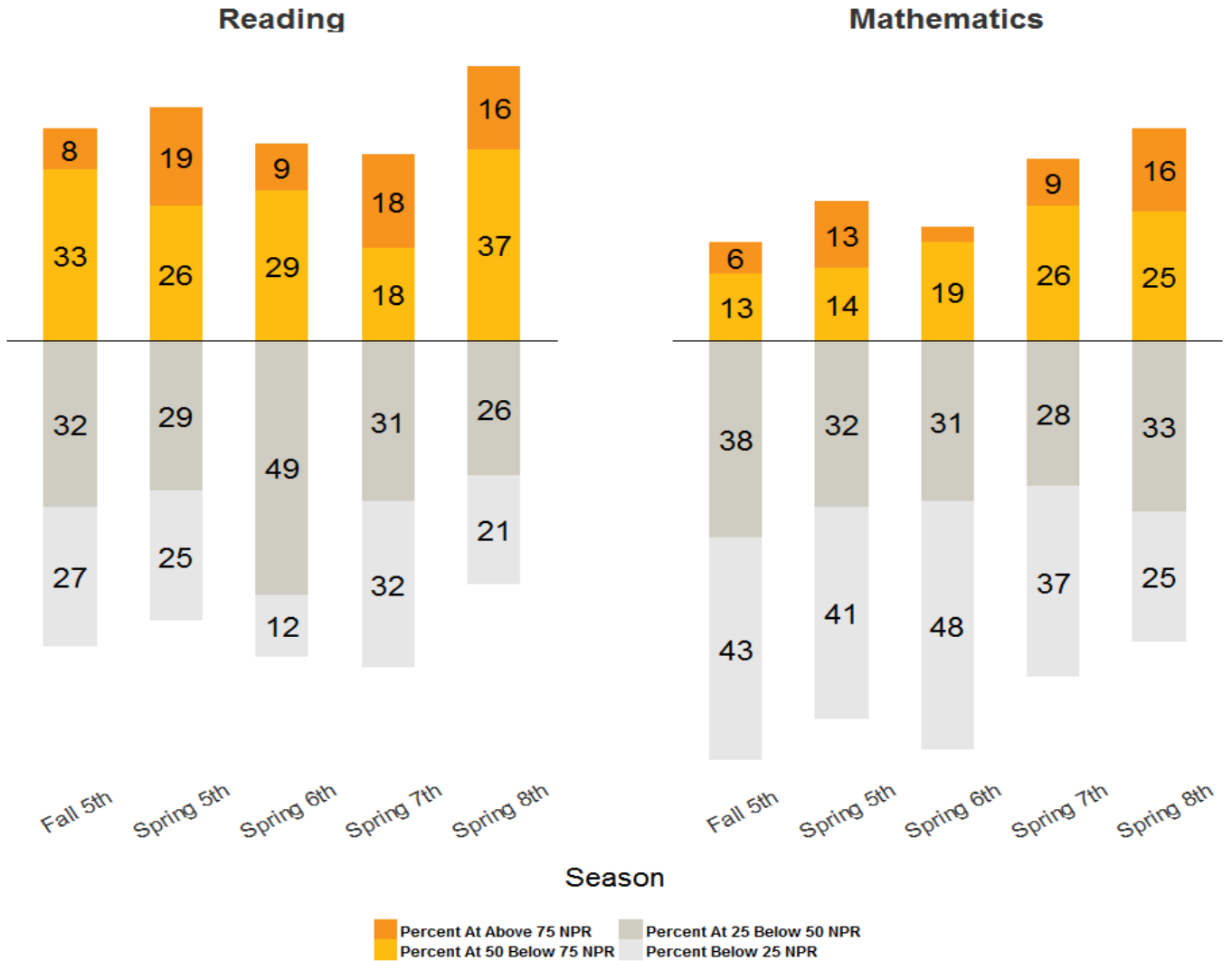
Percent Meeting Growth in Reading

Middle: 56%

Percent Meeting Growth in Mathematics

Middle: 62%

Quartile Distribution



Footnotes

NASHVILLE, TN

KIPP ACADEMY NASHVILLE | GRADES: 5-8 | EST. 2005



RANDY DOWELL
EXECUTIVE DIRECTOR

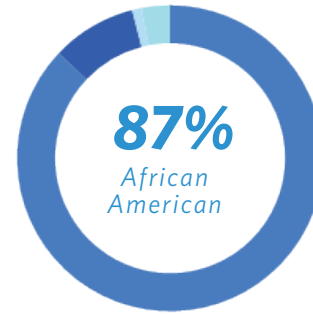
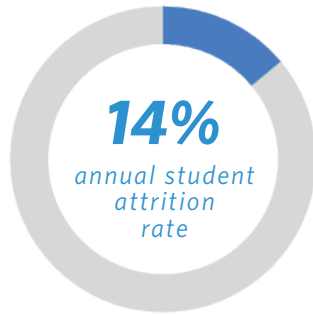
LAURA HOWARTH
SCHOOL LEADER

332
STUDENTS
ENROLLED

21
NUMBER OF
TEACHERS (FTE)

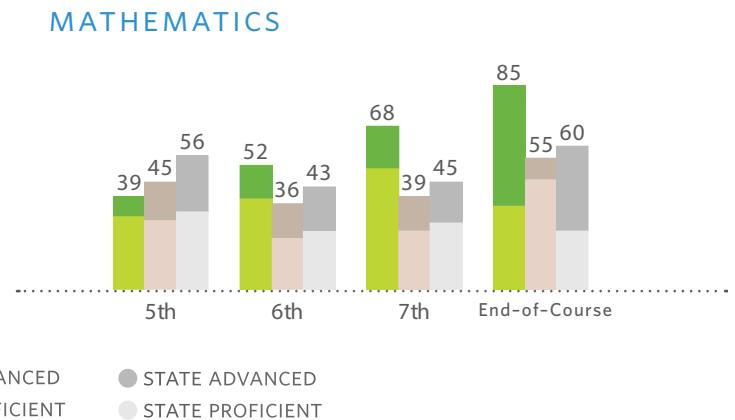
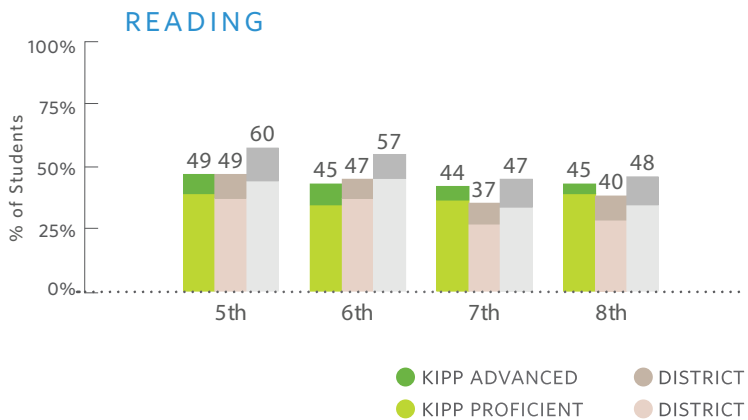
1
SCHOOL

3410 KNIGHT DRIVE, NASHVILLE, TN 37207
615.226.4484
WWW.KIPPACADEMYNASHVILLE.ORG

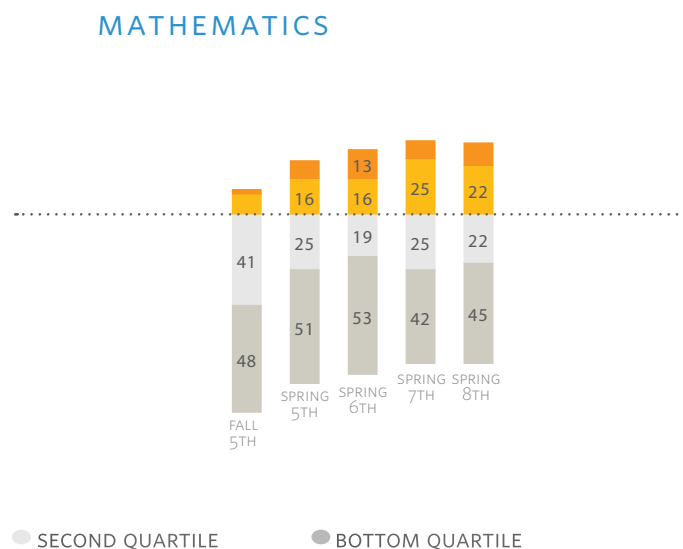
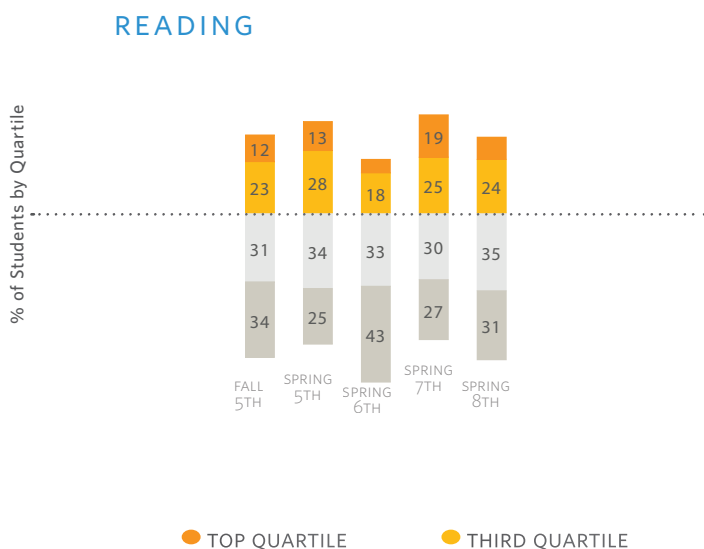


9% Latino
0% Other
3% Caucasian
1% Asian

2012 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM



2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)



ALUMNI ATTAINMENT RATES
(THOSE WHO HAVE COMPLETED 8TH GRADE AT KIPP 5+ YEARS AGO)

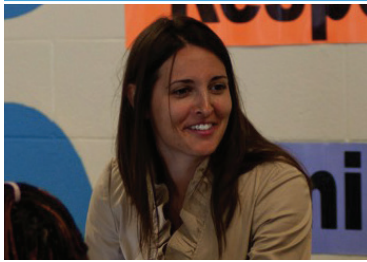
N/A HIGH SCHOOL GRADUATION

N/A COLLEGE MATRICULATION

KIPP ACADEMY NASHVILLE

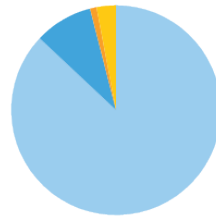
123 Douglas Avenue, Nashville, TN 37207 | 615.226.4484 | www.kippacademynashville.org

SCHOOL INFORMATION



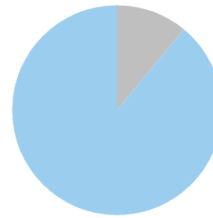
LAURA HOWARTH, School Leader

YEAR FOUNDED: 2005
 GRADES SERVED: 5-8
 STUDENT ENROLLMENT: 332
 GENDER: 48% Female, 52% Male
 NUMBER OF TEACHERS (FTE): 21
 PER PUPIL FUNDING: \$8,800
 FACILITY TYPE: District lease
 SIZE OF SCHOOL: 47,666 sq. ft.



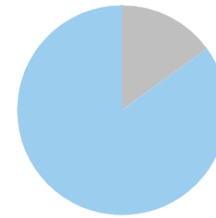
RACE/ETHNICITY

87% African American
 9% Latino/Hispanic
 1% Asian
 3% Caucasian
 0% Other



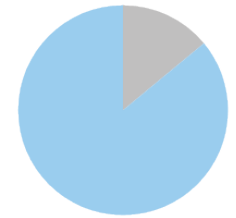
ELIGIBLE FOR FREE/
REDUCED PRICE MEALS

89% Yes
 11% No



RECEIVE SPECIAL
EDUCATION SERVICES

15% Yes
 85% No

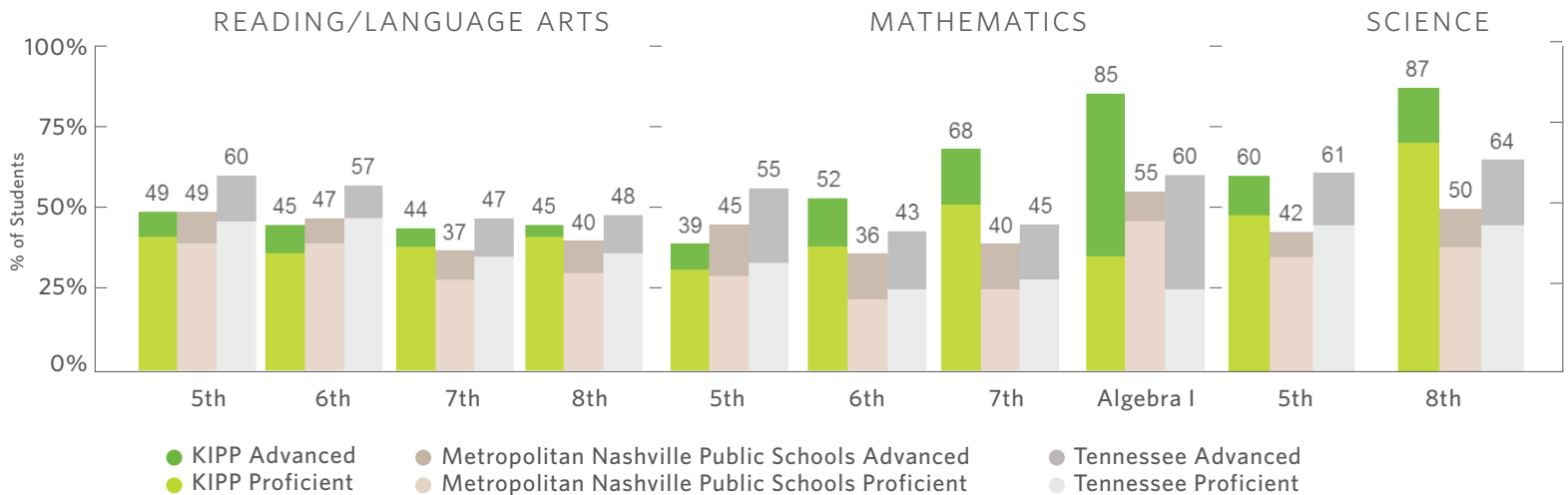


ANNUAL STUDENT
ATTRITION

14% Left school
 86% Returned to
school or
completed
highest grade

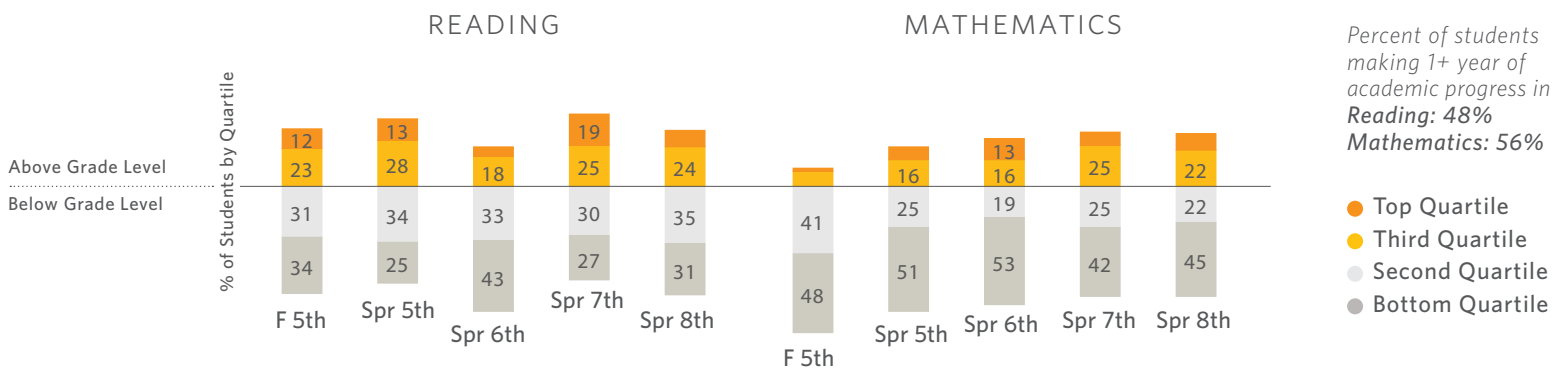
STATE CRITERION-REFERENCED TEST

2012 TENNESSEE COMPREHENSIVE ASSESSMENT PROGRAM



NORM-REFERENCED TEST

2011-12 MEASURES OF ACADEMIC PROGRESS (MAP)



School Name	Year Opened	City	State	Grades Served	Total Enrollment	Demographics and Socioeconomics							School Contact Info				Authorizer Contact Information				
						% African American	% Hispanic	% White	% Other Race/ Ethnicity	% FRPL	% SRED	% ELL	Contact Name	Contact Title	Contact Email	Contact Phone	Authorizing Organization	Contact Name	Contact Title	Contact Email	Contact Phone
KIPP Academy Nashville	2005	Nashville	TN	5th - 8th	350	69	27	3	1	88%	11	7	Laura Howarth	School Leader	Lhowarth@kippnashville.org	(615) 491-8788	Metro Nashville Public Schools	Alan Coverstone	Executive Officer	alan.coverstone@mmps.org	(615) 415-3072
KIPP Nashville College Prep	2013	Nashville	TN	5th - 7th	192	85	11	4	0	84%	19	5	Nikki Miller Obszewski	School Leader	Nmiller@kippnashville.org	(615) 497-0131	Metro Nashville Public Schools	Alan Coverstone	Executive Officer	alan.coverstone@mmps.org	(615) 415-3073
KIPP Nashville Collegiate High School	2014	Nashville	TN	9th	110	69	26	5	0	87%	12	4	Jake Ramsey	School Leader	Jramsey@kippnashville.org	(615) 393-4247	Metro Nashville Public Schools	Alan Coverstone	Executive Officer	alan.coverstone@mmps.org	(615) 415-3074
KIPP @ Kirkpatrick Elementary School	2015	Nashville	TN	K - 1st	200								Amy Galloway	School Leader	Agalloway@kippnashville.org	(615) 476-2641	Metro Nashville Public Schools	Alan Coverstone	Executive Officer	alan.coverstone@mmps.org	(615) 415-3075

KIPP Nashville Primary Application

Not applicable; KNP does not have any school reports or evaluations that are not on-file with MNPS.

KIPP ACADEMY NASHVILLE
AUDITED FINANCIAL STATEMENTS
AND OTHER INFORMATION
JUNE 30, 2014

KIPP ACADEMY NASHVILLE

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Independent Auditor's Report

To the Board Directors
KIPP Nashville
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Academy Nashville (the "School"), as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Academy Nashville as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 - 10 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise KIPP Academy Nashville's basic financial statements. The combining nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedules of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the State of Tennessee and are also not a required part of the basic financial statements.



To the Board of Directors
KIPP Nashville

The combining nonmajor fund financial statements and schedules of expenditures of federal awards and state financial assistance are the responsibility of management and were derived from and relate directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining nonmajor fund financial statements and the schedules of expenditures of federal awards and state financial assistance are fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Our discussion and analysis of KIPP Academy Nashville's annual financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2014. This section should be read in conjunction with the financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

The School's governmental activities total assets increased by \$1,476,036 in 2014 or 40.0%, while total revenues for the School increased by \$633,533 or 12.7%. The School's governmental activities total program costs (student instruction and services) for 2014 increased \$435,249 or 13.3%. Overall, the School's 2014 change in net position, \$1,073,584, was \$1,903 more than the change for prior year.

For the General Purpose School Fund there was a net change in fund balance of \$959,464. The General Purpose School Fund - fund balance at fiscal year-end was \$3,522,517.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements, required supplementary information, and supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

REPORTING THE SCHOOL AS A WHOLE

In general, users of these financial statements want to know if the School is in a better or worse financial position as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 11.

The Statement of Net Position reports the School's net position (total assets plus deferred outflow of resources less total liabilities less deferred inflows of resources). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

The School's fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances, begin on page 13. They provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School as required to help manage money for particular purposes and compliance with various donor and grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the school wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages 14 and 16.

SCHOOL-WIDE FINANCIAL ANALYSIS

The School's assets exceeded the School's liabilities and deferred inflows of resources at the close of the fiscal year, resulting in net position of \$4,302,055. The School's net position includes \$3,937,887 of cash and investments, a portion of which, \$40,000 is subject to external restrictions that limit how the amounts may be used for the upcoming school year. Another portion is restricted to an endowment scholarship fund, which is \$151,595. The remainder of the cash is available to meet the School's ongoing operating activities and growth strategy.

As of June 30, 2014, the School had invested a total of \$1,457,713 in capital assets. This investment includes instructional and support furniture, instructional computers for teachers, mobile student computer labs, maintenance equipment and books for instructional purposes, establishment of a library and the enhancement of its reading program. The School expects additional property and equipment investments in the 2014-2015 school year, as student enrollment maximizes at each grade level. With the additional students there will be continued requirements for furniture, computers and equipment. For the 2013-2014 school year, the School rented educational space (Ewing Park School, 3410 Knight Drive, Nashville, TN 37207) from Metropolitan Nashville Public Schools (MNPS). The lease term ended June 30, 2014. For the next school year, the School will operate in the newly renovated and modernized Highland Heights Facility. This facility will be under lease with MNPS. Additional information on property and equipment is located in the notes to the financial statements. The School has no debt as of the end of the fiscal year.

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

A schedule of the School's net position as of June 30, 2014 and 2013, is as follows:

	<u>2014</u>	<u>2013</u>
Current assets	\$4,081,762	\$3,092,367
Other assets	453,689	85,048
Capital assets	<u>627,943</u>	<u>509,943</u>
Total assets	<u>5,163,394</u>	<u>3,687,358</u>
Current liabilities	<u>413,947</u>	<u>307,392</u>
Deferred inflows of resources	<u>447,392</u>	<u>151,495</u>
Net position:		
Invested in capital assets	627,943	509,943
Restricted	151,595	114,415
Unrestricted	<u>3,522,517</u>	<u>2,604,113</u>
Total net position	<u>\$4,302,055</u>	<u>\$3,228,471</u>

The School's total net position increased \$1,073,584 during the 2014 fiscal year. The increase in the School's net position indicates that the School had more incoming revenues than outgoing expenses during the year.

Total revenues generated from government grants, governmental funds, foundation grants and donations were \$5,297,931 during the 2014 fiscal year, which is \$372,773, or 7.6% increase over 2013. Contributions from individuals and organizations of \$1,276,641 were higher than 2013 due primarily to continued support from existing individual and corporate donors and the identification of new individual donors. In addition, District funding increased 10.9% versus 2013. The main driver of this increase is increased enrollment and district funding per student. Finally, Federal funding remained strong because of funding from Race to the Top and other grants.

Total expenses were \$4,383,128 during the 2014 fiscal year, which was \$481,773 higher than 2013. The majority of this increase is directly related to employee compensation and staff development costs with an effort to increase training for staff.

The change in net assets of \$1,073,584 is \$1,903 higher than 2013. While operating expenses increased in 2014, increases in revenue from contributions and Federal grants more than offset this increase in expense.

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

A schedule of the School's revenue and expenses for the years ended June 30, 2014 and 2013, is as follows. The schedule is for the School as a whole, not for the governmental funds.

	<u>2014</u>	<u>2013</u>
Revenues		
Contributions	\$ 1,276,641	\$1,027,406
District funding	3,093,863	2,789,140
Federal and state grants	927,427	1,108,612
Interest and investment income	28,373	13,828
Other	<u>280,265</u>	<u>34,050</u>
Total revenues	<u>5,606,569</u>	<u>4,973,036</u>
Expenses		
Instructional	292,818	227,693
Occupancy	390,075	451,378
Office	145,607	89,293
Organizational development	22,576	41,884
Service fees	474,980	200,972
Employee compensation	2,745,034	2,669,819
Staff development	131,272	72,560
Transportation	68,797	72,802
Depreciation	<u>111,969</u>	<u>74,954</u>
Total expenses	<u>4,383,128</u>	<u>3,901,355</u>
Transfer out of capital assets	<u>149,857</u>	<u>-</u>
Change in net position	<u>\$1,073,584</u>	<u>\$1,071,681</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the Balance Sheet on page 13, report a combined fund balance of \$3,663,688. The majority of the School's total funds are in the General Purpose School Fund, which is the chief operating fund of the School. The School has two other major funds consisting of the Restricted Contribution and Federal and State Grants Funds.

Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as school-wide. For the year ended June 30, 2014, the differences consist of capital assets, which are not reported in the School's funds, and amounts for the year not received within 60 days of year-end.

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

SCHOOL ACTIVITIES

KIPP Nashville opened in July 2005 as a middle school (5th through 8th grades) and has developed a highly successful program to serve students residing in Nashville's lowest income and most educationally underserved communities. Our mission is to cultivate both the academic skills and character our students need to succeed in rigorous high schools and colleges, and to become responsible and productive citizens in the world beyond.

KIPP Nashville's success is based on the highly acclaimed and nationally recognized Knowledge is Power Program education model customized for our student body. KIPP was started in 1994 by two Teach for America alumni, Mike Feinberg and Dave Levin. Feinberg and Levin raised three primary questions about education based on their shared experiences as middle school teachers in one of many low income communities in Houston, Texas: 1) Why weren't their students pursuing academics like other students from more affluent communities? 2) Why weren't they being held to higher expectations by teachers and school administrators? 3) What was the rationale to support a seven-hour school day and a 180-day school year, especially for students who are failing academically?

Feinberg and Levin developed the KIPP education model which has proven for more than nineteen years that the time-honored values of hard work and no excuses, discipline, and a relentless focus on results combined with more time in school is not only the right formula for overall student academic success, but is most especially needed to engage students who are at-risk and failing academically.

Today, there are 162 KIPP schools serving more than 58,000 students across the United States in urban and rural low-income communities located in 20 states and the District of Columbia. KIPP believes that investments in human capital development are required to bring about widespread and lasting change within our country's education system, and are paramount to ensuring that all KIPP students receive a quality, college-preparatory education. All KIPP schools are founded and led by talented, passionate and effective educators who complete rigorous, in-depth KIPP training programs. KIPP School Leaders in turn effectively attract, develop, and retain talented teachers and give them the tools, support and ongoing professional development to grow as professionals and close achievement gaps among students.

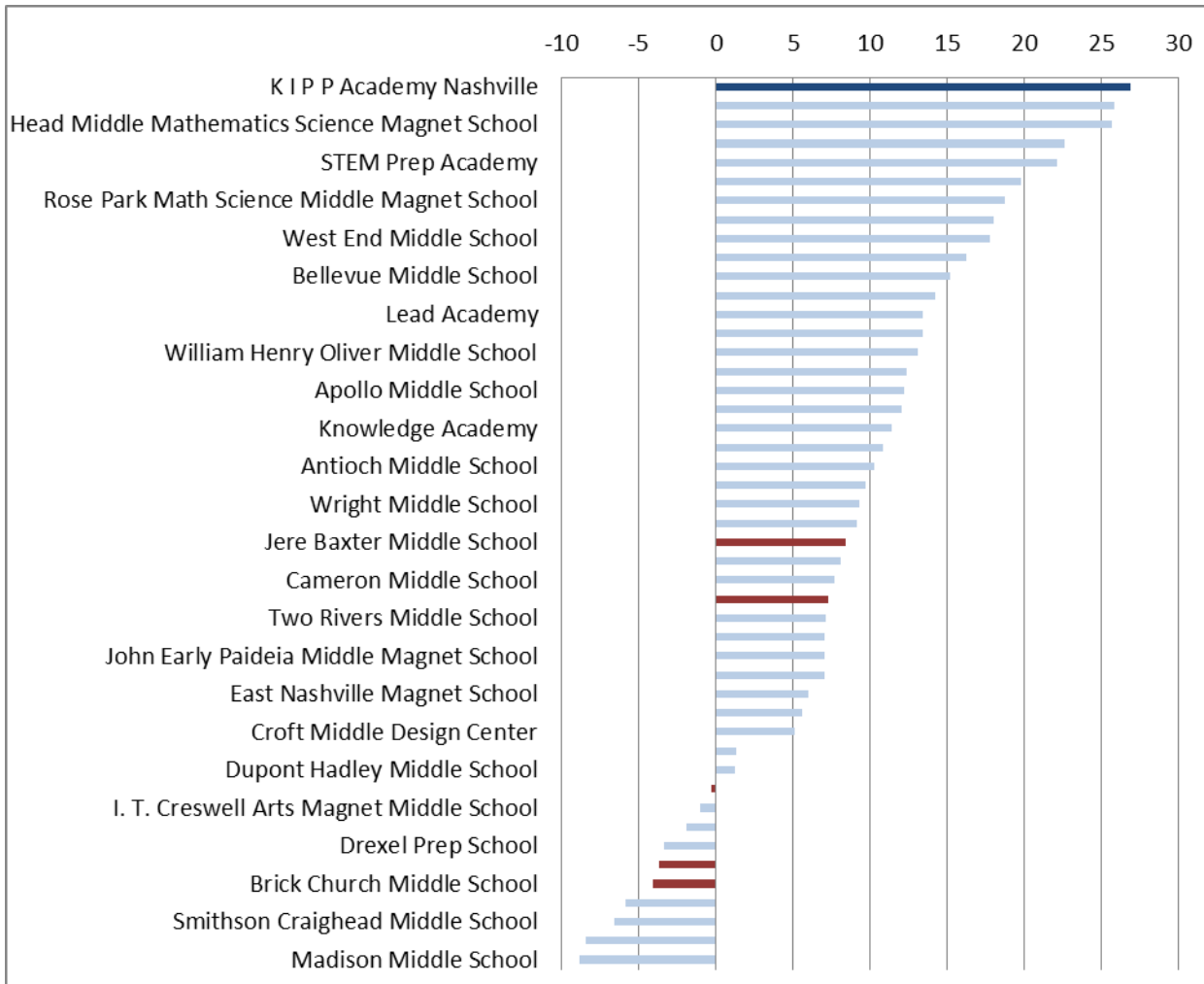
Current census data confirms that KIPP Nashville has a significantly higher percentage of economically disadvantaged families than most area public schools. Ninety percent of KIPP Nashville students qualify for federal free or reduced price meals; all are zoned to under-performing neighborhood middle schools with suspension rates as high as 44%, and high schools where average student ACT scores are too low for college eligibility.

Yet in spite of these seemingly insurmountable odds coupled with the daily, harsh realities faced by most youth living in low-income, high-risk neighborhoods, KIPP Academy Nashville students emulate the academic success of their national cohorts by making significant progress and demonstrating academic excellence. KIPP Academy Nashville students must – and do – make significant academic growth each year, and consistently outperform city and state averages on standardized tests. By the time KIPP Academy Nashville students enter high school, a large majority are at grade level and prepared for continued academic success.

**KIPP ACADEMY NASHVILLE
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued**

The academic growth of KIPP Academy Nashville students has been more rapid than that of peers from district middle schools, as demonstrated by the value-added graph below (note: neighboring schools in red):

2012 – 2013 TVAAS Composite Growth



*Per the Tennessee Value-Added Assessment System (TVAAS). 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.

KIPP ACADEMY NASHVILLE
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

STUDENT ENROLLMENT FACTORS AND NEXT YEAR'S BUDGET

Fiscal year 2015 enrollment is projected to be 350 students for KIPP Academy Nashville. During fiscal year 2014, KIPP Nashville also launch its second middle school, KIPP Nashville College Prep, and projected enrollment is approximately 90 students. Staring with 2014-2015, school year, KIPP Nashville opened KIPP Nashville Collegiate High School, serving students in grades 9-12 in East Nashville. KIPP Nashville also has plans for two elementary schools, serving grades K-4 to open in fiscal year 2016.

The School anticipates that total Basic Education Program (BEP) funding will increase, because of increased enrollment. Additionally, the School expects per pupil BEP funding to be slightly lower in the 2014-2015 school year based on State budget information. For fiscal year 2015, the organization expects to continue its strong fundraising efforts for non-government funds. KIPP believes a continued focus on cultivating the existing donor base, the successful execution of the annual community fundraising breakfast and a larger Board of Directors committed to hitting fundraising targets will help the School reach this goal. These non-government resources are an important funding source to fill the current funding gap of KIPP Nashville, and to fuel the strategic growth plans for KIPP Nashville.

For fiscal year 2015, in addition to serving KIPP's current student population of 440 students, KIPP plans to invest in the organization's long-term growth plan for opening new KIPP schools in Nashville. These investments will include hiring additional staff, increasing professional development, and making general and administrative expenditures specific to the further development and execution of the KIPP Nashville strategic growth plan.

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, creditors, grant funding authorities and agencies tasked with oversight of Metropolitan Nashville Public Schools with a general overview of the organization's finances and to demonstrate the School's accountability for the money it receives. For questions about this report or additional financial information, contact the organization's Director of Finance, Anika Baltimore, at 3410 Knight Drive, Nashville, TN 37207, by telephone at (615) 226-4484 or email abaltimore@KIPPnashville.org.

KIPP ACADEMY NASHVILLE
STATEMENT OF NET POSITION
JUNE 30, 2014

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 3,786,292
Investments	151,595
Receivables	537,375
Other current assets	60,189
Capital assets, net	627,943
Total assets	5,163,394
 LIABILITIES	
Accounts payable	245,212
Accrued expenses	128,735
Advance contributions and grants	40,000
Total liabilities	413,947
 DEFERRED INFLOWS OF RESOURCES	
	447,392
 NET POSITION	
Net investment in capital assets	627,943
Restricted	151,595
Unrestricted	3,522,517
Total net position	\$ 4,302,055

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2014

<u>GOVERNMENTAL ACTIVITIES:</u>	Functions			
	<u>Total</u>	<u>Student Instruction and Services</u>	<u>Administration</u>	<u>Fundraising</u>
EXPENSES				
Instructional	\$ 292,818	\$ 265,531	\$ 27,287	\$ -
Occupancy	390,075	337,120	52,955	
Office	145,607	114,053	31,554	-
Organizational development	22,576	-	-	22,576
Professional services and fees	474,980	368,230	106,750	-
Employee compensation	2,745,034	2,410,270	334,764	-
Staff development	131,272	74,693	56,579	-
Transportation	68,797	68,797	-	-
Depreciation	<u>111,969</u>	<u>67,369</u>	<u>44,600</u>	<u>-</u>
Total expenses	4,383,128	3,706,063	654,489	22,576
PROGRAM REVENUES				
Operating grants and contributions	875,127	875,127	-	-
Capital grants and contributions	<u>52,300</u>	<u>52,300</u>	<u>-</u>	<u>-</u>
Net program expenses	<u>3,455,701</u>	<u>\$ 2,778,636</u>	<u>\$ 654,489</u>	<u>\$ 22,576</u>
GENERAL REVENUES				
Contributions	1,276,641			
District funding	3,093,863			
Other	280,265			
Interest and investment income	<u>28,373</u>			
Total general revenues	<u>4,679,142</u>			
Transfer of capital assets	<u>(149,857)</u>			
CHANGE IN NET POSITION	1,073,584			
NET POSITION, June 30, 2013	<u>3,228,471</u>			
NET POSITION, June 30, 2014	<u>\$ 4,302,055</u>			

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2014

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
ASSETS					
Cash and cash equivalents	\$ 3,746,292	\$ 40,000	\$ -	\$ -	\$ 3,786,292
Investments	-	-	-	151,595	151,595
Receivables	454,342	-	83,033	-	537,375
Due from other funds	83,033	-	-	-	83,033
Other current assets	60,189	-	-	-	60,189
Total assets	<u>\$ 4,343,856</u>	<u>\$ 40,000</u>	<u>\$ 83,033</u>	<u>\$ 151,595</u>	<u>\$ 4,618,484</u>
LIABILITIES					
Accounts payable	\$ 245,212	\$ -	\$ -	\$ -	\$ 245,212
Accrued expenditures	128,735	-	-	-	128,735
Due to other funds	-	-	83,033	-	83,033
Advance contributions and grants	-	40,000	-	-	40,000
Total liabilities	<u>373,947</u>	<u>40,000</u>	<u>83,033</u>	<u>-</u>	<u>496,980</u>
DEFERRED INFLOWS OF RESOURCES					
	<u>447,392</u>	<u>-</u>	<u>10,424</u>	<u>-</u>	<u>457,816</u>
FUND BALANCES					
Nonspendable	60,189	-	-	106,298	166,487
Restricted	-	-	-	45,297	45,297
Unassigned	3,462,328	-	(10,424)	-	3,451,904
Total fund balances	<u>3,522,517</u>	<u>-</u>	<u>(10,424)</u>	<u>151,595</u>	<u>3,663,688</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 4,343,856</u>	<u>\$ 40,000</u>	<u>\$ 83,033</u>	<u>\$ 151,595</u>	<u>\$ 4,618,484</u>

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
BALANCE SHEET
GOVERNMENTAL FUNDS - CONTINUED
JUNE 30, 2014

RECONCILIATION OF GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION:

Total governmental fund balances above	\$ 3,663,688
Deferred inflows of resources for unavailable revenues	10,424
Capital assets not reported above	<u>627,943</u>
Net position of governmental activities in the statement of net position	<u>\$ 4,302,055</u>

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2014

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Nonmajor Governmental Funds	Total Governmental Funds
REVENUES					
Contributions	\$ 1,010,062	\$ 286,599	\$ -	\$ 21,250	\$ 1,317,911
District funding	3,093,863	-	-	-	3,093,863
Federal and state grants	-	-	917,003	-	917,003
Interest and investment income	8,443	-	-	19,930	28,373
Other income	280,265	-	-	-	280,265
Total revenues	<u>4,392,633</u>	<u>286,599</u>	<u>917,003</u>	<u>41,180</u>	<u>5,637,415</u>
EXPENDITURES					
Current:					
Instructional	165,381	101,724	25,713	-	292,818
Occupancy	390,075	-	-	-	390,075
Office	115,905	-	29,702	-	145,607
Organizational development	22,756	-	-	-	22,756
Other	-	-	-	4,000	4,000
Professional services and fees	470,980	-	-	-	470,980
Employee compensation	1,800,023	151,144	793,867	-	2,745,034
Staff development	110,805	-	20,467	-	131,272
Transportation	68,797	-	-	-	68,797
Capital outlay	288,417	33,731	57,678	-	379,826
Total expenditures	<u>3,433,139</u>	<u>286,599</u>	<u>927,427</u>	<u>4,000</u>	<u>4,651,165</u>
NET CHANGE IN FUND BALANCES	959,494	-	(10,424)	37,180	986,250
FUND BALANCES, June 30, 2013	<u>2,563,023</u>	<u>-</u>	<u>-</u>	<u>114,415</u>	<u>2,677,438</u>
FUND BALANCES, June 30, 2014	<u>\$ 3,522,517</u>	<u>\$ -</u>	<u>\$ (10,424)</u>	<u>\$ 151,595</u>	<u>\$ 3,663,688</u>

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - CONTINUED
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2014

RECONCILIATION OF NET CHANGE IN FUND BALANCES TO CHANGE IN NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES:

Net change in fund balances as reported in the governmental funds statements	\$ 986,250
Amounts which are not available to pay for current period expenditures, and therefore, are unavailable revenues in the funds:	
Deferred inflows of resources for unavailable revenues	(30,666)
Transfer of capital assets recorded in the school-wide statements not included in the governmental funds:	
	(149,857)
Amounts reported as expenditures in the governmental funds not included as expenses in the school-wide statements:	
Capital outlays	379,826
Expenses in the school-wide statements not included in the governmental funds:	
Depreciation expense	<u>(111,969)</u>
Change in net position of governmental activities	<u>\$ 1,073,584</u>

See accompanying notes to financial statements.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

KIPP Nashville was incorporated October 22, 2003, as a Tennessee nonprofit corporation to operate KIPP Academy Nashville (the School). Pursuant to Section 6(b)(1)(A) of the Tennessee Public Charter School Act of 2002 (the Act), the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School entered into a Charter School Agreement with the Metropolitan Board of Public Education of Nashville and Davidson County on September 1, 2005 (with an effective date of July 1, 2005), to operate a charter school in Nashville, Tennessee. The School entered into a license agreement with KIPP Foundation, a California Public Charity, to assist the School in providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP and the Knowledge Is Power Program are trademarks of the KIPP Foundation. The School began classes in July 2005 with a fifth grade class and added an additional grade each year culminating with the addition of an eighth grade in the 2008-2009 fiscal year.

KIPP Nashville operates KIPP Academy Nashville, KIPP Nashville College Prep and starting in July 2014, KIPP Nashville Collegiate High School. The financial statements and footnotes in this report reflect the operations of KIPP Academy Nashville as of and for the year ended June 30, 2014.

Basic Financial Statements

School-wide financial statements

The school-wide financial statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. In the school-wide statement of net position, amounts are reported on a full accrual, economic resources basis, which recognizes all long-term assets and receivables as well as any long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

The School's net position is reported in three categories - net investment in capital assets; restricted net position; and unrestricted net position. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, and then unrestricted resources as they are needed. The School does not allocate indirect costs between functions.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The school-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general government revenues (general revenues are primarily made up of district BEP funding and donations to the General Purpose School Fund). The statement of activities reduces gross expenses by related function revenues, including operating grants and contributions and capital grants and contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue.

Fund financial statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows or inflows of resources, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis for State and Local Governments*, sets forth minimum criteria for the determination of major funds. The School reports the following major governmental funds:

The General Purpose School Fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.

The Restricted Contribution Special Revenue Fund is used to account for the receipt and disbursement of private contributions restricted primarily for specific purposes.

The Federal and State Grants Special Revenue Fund is used to account for the receipt and disbursement of federal and state grants where unused balances, if any, are returned to the grantor at the close of specified project periods.

The focus of the governmental funds is upon the determination of financial resources, their balance, sources and use, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Nonspendable - This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted - This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed - This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned - This classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's chief finance officer and personnel under the supervision of the chief finance officer tasked with financial recording responsibilities.

Unassigned - This classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned.

Basis of Accounting

The School's financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB.

The School is considered a special purpose governmental entity engaged in governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose governments.

The School's basic financial statements include both school-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities are all considered to be governmental activities and are classified as such in the school-wide and fund financial statements.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The school-wide financial statements have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenditures are recognized when the related liability is incurred. "Available" means collectible within the current period or within 60 days after the end of the year.

Since the governmental funds financial statements are presented on a different basis than the school-wide financial statements, reconciliation is provided immediately following each fund statement. These reconciliations briefly explain the adjustments necessary to transform the fund financial statements into the school-wide financial statements.

Fund Balances

The General Purpose School Fund includes fund balance amounts presented as nonspendable as they are not in spendable form. The nonspendable fund balance amount in the KIPP Alumni Scholarship Permanent Fund is contractually required to be maintained intact, whereas restricted fund balance in the fund is restricted by donors to be used for scholarships.

Allocations

The School is a part of the KIPP Nashville network of schools. KIPP Nashville maintains a regional office for support of the schools. Certain activities, including fundraising and administration are conducted centrally by the regional office. Accordingly, revenues, expenses, assets and liabilities associated with the central activities are allocated to the schools for financial reporting purposes. All financial transactions and balances directly related to a school are recorded directly by that school. Financial transactions and balances of the regional office are allocated to the schools using the following methodology:

- Cash transfers are made to fund any unrestricted operating deficits and growth needs
- Revenues from fundraising and grant activities are allocated based primarily on enrollment
- Expenses of shared services and administration are allocated based primarily on enrollment
- Capital assets of shared services are allocated primarily to KIPP Academy Nashville.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Cash and Cash Equivalents

The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Receivables

Receivables represent amounts due from contributors, grants or other funding which have been approved but not received. All receivables are reported at estimated collectible amounts. Receivables that will not be collected within the available period have been reported as unavailable revenues in the governmental funds financial statements.

Capital Assets

Property and equipment are recorded at acquisition cost, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures, which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. The School follows the practice of capitalizing all expenditures for property and equipment items over \$1,000.

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the respective governmental fund upon acquisition.

Work in progress represents long term assets not yet placed into service. When a project is completed and placed into service, the work in progress is removed and recorded as a depreciable asset.

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School had no items that qualify for reporting in this category.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has two types of items that qualify for reporting in this category. The first, which arises only under a modified accrual basis of accounting, is *unavailable revenue*, which is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from amounts that are deferred and recognized as an inflow of resources in the period that the amounts become available. The second arises due to contributions and grants which have time requirements for future periods. Details of deferred inflow of resources are presented in Note F.

Income Taxes

The School is a not-for-profit school that is exempt from federal income taxes under the Internal Revenue Code, classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. The School accounts for the effect of any uncertain tax positions based on a more likely than not threshold to the recognition of the tax positions being sustained based on the technical merits of the position under examination by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a cumulative probability assessment that aggregates the estimated tax liability for all uncertain tax positions. Tax positions for the School include, but are not limited to, the tax-exempt status and determination of whether income is subject to unrelated business income tax; however, the School has determined that such tax positions do not result in an uncertainty requiring recognition.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Fair Value of Financial Instruments

The carrying value of cash and cash equivalents, receivables, accounts payable and accrued liabilities approximate fair value because of the short maturity of these instruments.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Interfund Balances

Transactions which constitute reimbursement of expenditures initially made from a fund, which are properly applicable to another fund, are recorded as expenditures, as appropriate, in the reimbursing fund and as reductions of expenditures in the fund that is reimbursed.

Additionally, the federal and state grants fund and restricted contribution fund occasionally make disbursements in advance of receiving funds. Accordingly, interfund transfers are made from the general purpose school fund in the form of due to/from other funds. The amounts due the general purpose school fund are repaid upon receipt of the grants or contributions. At June 30, 2014, details of the interfund balances are as follows:

Federal and state grants fund due to general purpose school fund relating to operating grant expenditures in advance of grant funding	\$83,033
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B. DEPOSITS AND INVESTMENTS

The School does not have formal deposit policies that address its exposure to custodial credit risk. The School regularly maintains deposits in excess of FDIC coverage. The School's financial institution is a member of the Tennessee Bank Collateral Pool, which helps the School to mitigate custodial credit risk.

The School's investments consist of mutual funds recorded in its donor-restricted endowment fund. The endowment fund includes \$45,297 of net appreciation, which is presented in restricted fund balance in the School's permanent fund and is available for authorization for expenditure by the Board at year-end.

KIPP Nashville operates a pooled-cash management program for the benefit of its schools, including the School. Cash balances reported within the accompanying financial statements represent the School's portion of the pooled-cash program, resulting from its operation. Also included in KIPP Academy Nashville's cash balances are accounts received from central fundraising activities which have not been transferred or utilized by other schools. KIPP Academy Nashville, as the first school in KIPP Nashville's network, holds these funds for operational needs and future development.

KIPP Nashville management, under the direction of the Board of Directors, and within limits of grant agreements or donor restrictions, may make transfers among the schools as necessary to fund operations and growth. Accordingly, cash presented herein may be transferred among the KIPP Nashville schools.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

C. CAPITAL ASSETS

Capital assets activity for governmental activities for the year was as follows:

	Balance <u>July 1, 2013</u>	<u>Additions</u>	(1) <u>Transfers</u>	Balance <u>June 30, 2014</u>
Computer equipment	\$ 403,263	\$ 170,325	\$(83,248)	\$ 490,340
Furniture and fixtures	113,842	-	(4,075)	109,767
Machinery and equipment	199,262	11,919	(12,724)	198,457
Textbooks	113,241	-	-	113,241
School buses	326,740	-	(54,620)	292,120
Library	64,339	-	-	64,339
Website	11,900	-	-	11,900
Work in progress	<u>-</u>	<u>197,582</u>	<u>-</u>	<u>197,582</u>
Subtotal	1,232,587	379,826	(154,667)	1,457,746
Accumulated depreciation	<u>(722,644)</u>	<u>(111,969)</u>	<u>4,810</u>	<u>(829,803)</u>
Capital assets, net	<u>\$ 509,943</u>	<u>\$ 267,857</u>	<u>\$(149,857)</u>	<u>\$ 627,943</u>

(1) During fiscal year 2014, KIPP Academy Nashville transferred certain capital assets to KIPP Nashville College Prep. The transfer is reported in the accompanying statement of activities.

The capital assets above include certain capital assets of KIPP Nashville's shared services division, which is responsible for administration of all schools in the KIPP Nashville network. These shared assets totaled \$206,349, net at June 30, 2014.

Depreciation was charged to governmental activities as follows:

Student instruction and services	\$ 67,369
Administration	44,600
Fundraising	<u>-</u>
	<u>\$111,969</u>

There were no significant estimated costs to complete construction in progress at June 30, 2014.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

D. LINE-OF-CREDIT

KIPP Nashville has a \$1,050,000 line-of-credit agreement with a financial institution. The line-of-credit bears interest at a variable rate of the financial institution's index rate and expires in expires in March 2015. As of June 30, 2014, no amounts were outstanding under the agreement.

E. LEASE ARRANGEMENTS

The School shares in facilities which are provided under a lease arrangement with the Metropolitan Nashville Board of Public Education and Metropolitan Government of Nashville and Davidson County (collectively the Metropolitan Government). The lease was for a period of one year, and ended on June 30, 2014. The lease included building operations and interior and exterior support services. The lease arrangement required the School to pay rent in equal monthly installments. The School's portion of rent expense for fiscal year 2014 totaled \$204,544. The lease also required the School to pay for certain operating and janitorial services.

Effective on July 1, 2014, the School will share new facilities under an operating lease arrangement with the Metropolitan Government. The facility will be used by the School and its related school, KIPP Nashville Collegiate High School.

The lease requires monthly rental payments through July 1, 2024, as follows:

Year Ending June 30,

2015	\$ 328,436
2016	440,225
2017	494,311
2018	509,140
2019	524,415
2020 - 2024	<u>2,923,397</u>
	<u>\$5,219,924</u>

The School will be responsible for its portion of the total rental payments above based on the square footage it occupies.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

F. RECEIVABLES AND DEFERRED INFLOWS OF RESOURCES

Receivables at June 30, 2014 consist of the following:

Contributions for future periods	\$447,392
Grants	83,033
Other	<u>6,950</u>
	<u>\$537,375</u>

Amounts reflected in deferred inflows of resources, relating to receivables, include the following at June 30, 2014:

	<u>School-wide</u>	<u>Government Funds</u>
Deferred inflows of resources		
Contributions designated to future periods	\$447,392	\$447,392
Unavailable revenues under modified accrual accounting	<u>N/A</u>	<u>10,424</u>
	<u>\$447,392</u>	<u>\$457,816</u>

G. RELATED PARTY TRANSACTIONS

KIPP Foundation has the authority to appoint a member to the Board of Directors. This member is empowered to veto the actions of the other members of the Board.

The School pays a licensing fee to KIPP Foundation equal to 1% of state and local per-pupil funding received. The agreement is for automatically renewable one-year terms. Total license fees incurred for the year ended June 30, 2014, were \$32,641.

During the period ended June 30, 2014, KIPP Nashville operated a regional office for the management of KIPP Academy Nashville and KIPP Nashville College Preparatory Middle School and was in the process of developing KIPP Nashville Collegiate High School, to be opened in fiscal year 2015. Certain funds are maintained by KIPP Academy Nashville and are transferred as needed to the other schools.

All assets, liabilities, net assets, revenues and expenses recorded on the regional office general ledger have been allocated to the various schools in operation and those in process of being opened in fiscal year 2015. Amounts allocated to KIPP Academy Nashville are included therein.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

H. CONCENTRATION

The School received 55% of its funding for operations from MNPS based on the State of Tennessee's Basic Education Program (BEP). BEP funding is designated to schools based on student attendance. Gross BEP funding for the year ended June 30, 2014, was \$3,093,863. Outside fundraising for capital needs is on-going since the charter school agreement with MNPS does not include an allocation for capital expenditures.

I. RETIREMENT PLANS

Certificated Employees Plan Description

The School contributes to the State Employees, Teachers, and Higher Education Employees Pension Plan (SETHEEPP), a cost-sharing, multiple employer defined benefit pension plan administered by the Tennessee Consolidated Retirement System (TCRS). TCRS provides retirement benefits as well as death and disability benefits to plan participants and their beneficiaries. Benefits are determined by a formula using the participant's high five-year average salary and years of service. Participants become eligible to retire at the age of 60 with five years of service or at any age with 30 years of service. A reduced retirement benefit is available to vested participants who are at least 55 years of age or have 25 years of service. Disability benefits are available to active participants with five years of service and who become disabled and cannot engage in gainful employment. There is no service requirement for disability that is the result of an accident or injury occurring while the participant was in the performance of duty.

Participants joining the plan on or after July 1, 1979, are vested after five years of service. Participants joining prior to July 1, 1979, are vested after four years of service. Benefit provisions are established in state statutes found in Title 8, Chapters 34-37 of the Tennessee Code Annotated (TCA). State statutes are amended by the Tennessee General Assembly. Cost of living adjustments (COLA) are provided to retirees each July based on the percentage change in the Consumer Price Index (CPI) during the previous calendar year. No COLA is granted if CPI increases less than one-half percent. The annual COLA is capped at three percent.

TCRS issues a publicly available financial report that includes financial statements and required supplementary information for the SETHEEPP. That report may be obtained by writing to the Tennessee Treasury Department, Consolidated Retirement System, 10th Floor Andrew Jackson Building, Nashville, TN 37243-0230 or can be accessed at www.tn.gov/treasury/tcrs/schools.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

I. RETIREMENT PLANS - Continued

Funding Policy

Participants are required to contribute 5.00% of their salary to the plan. The employer contribution rate is based on the rate for Davidson County Schools, which is established at an actuarially determined rate. The employer rate for the year ended June 30, 2014, was 8.88% of annual covered payroll. The employer contribution rate is established by and may be amended by the TCRS Board of Trustees.

Non-Certificated Employee Plan Description

The School contributes to the Metropolitan Government of Nashville and Davidson County's Division B Pension Plan (Metro Plan), a defined benefit single-employer pension plan managed and administered by the Metropolitan Employee Benefit Board, an independent board created by the Metropolitan Charter. Benefits are determined by a formula using the participant's highest five-year average salary and years of service.

Participants become eligible to retire at the age of 60 once their age plus the completed years of service equal 85 or at age 65 with five years of service. A reduced retirement benefit is available to vested participants prior to the age of 60 or with less than an age plus years of service sum of 85. Reduced benefits are determined by reducing full benefits by 4% per year for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year beyond the first five years with a maximum reduction of 60%. Vesting occurs after 5 years for employees employed on or between October 1, 2001 and December 31, 2012, and after 10 years for employees employed on or after January 1, 2013. The Metro Plan financial and required supplementary information is included in The Metropolitan Government of Nashville and Davidson County Comprehensive Annual Financial Report. That report may be obtained by writing to the Tennessee Department of Finance, Division of Accounts, 1 Public Square, Suite 106, Nashville, Tennessee 37201 or can be accessed at:

www.nashville.org/finance/financial_reports.asp.

Funding Policy

The Metro Plan requires no participant contribution. The employer contribution is established at an actuarially determined rate. The employer rate for the year ended June 30, 2014, was 17.117% of annual covered payroll.

The School's contributions for both teachers and non-teachers are not refundable to either the School or employee. The School's expense, related to both plans for the years ended June 30, 2014, 2013 and 2012, totaled \$214,617, \$202,811 and \$214,411, respectively.

KIPP ACADEMY NASHVILLE
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

J. COMMITMENTS CONTINGENCIES AND RISK MANAGEMENT

The School is exposed to various risk of loss relating to torts, theft of, damage to, and destruction of assets; errors or commissions; illness or injuries to employees; and natural disasters. The School, through KIPP Nashville, carries insurance for certain risks of loss. Settled claims resulting from these risk have not exceeded commercial insurance coverage in any of the past three fiscal years.

The School may become subject to various claims and legal actions, which arise in the ordinary course of business. In the opinion of management, in consultation with legal counsel, the ultimate resolution of such matters will not have a material adverse effect on the School's financial position or results of operations, as of the date of these financial statements.

The School receives awards and financial assistance through federal, state, local and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Purpose School Fund or Federal and State Grants Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School, and accordingly, no provision has been made within the financial statements.

K. SUBSEQUENT EVENT

KIPP Nashville opened a third charter school, KIPP Nashville Collegiate High School, effective for the 2014 - 2015 school year. The High School shares its building with KIPP Academy Nashville.

OTHER INFORMATION

KIPP ACADEMY NASHVILLE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

<u>Program Name</u>	<u>CFDA Number</u>	Balance July 1, 2013 (Receivable) <u>Payable</u>	<u>Receipts</u>	<u>Expenditures</u>	Balance June 30, 2014 (Receivable) <u>Payable</u>
U.S. DEPARTMENT OF EDUCATION:					
Passed through Tennessee Department of Education					
ARRA - State Fiscal Stabilization Fund - Race-to-the-Top Incentive Grants	84.395	\$(474,218)	\$1,039,540	\$565,322	\$ -
Passed through Tennessee Department of Education, Passed through MNPS					
Title I, Part A Cluster Title I Grants to Local Educational Agencies	84.010	(34,360)	156,974	156,638	(34,024)
Special Education Cluster (IDEA) Special Education - Grants to States	84.027	(3,455)	53,951	79,943	(29,447)
Passed through KIPP Foundation					
ARRA - Investing in Innovation (i3) Fund	84.396A	<u>(43,603)</u>	<u>97,265</u>	<u>73,224</u>	<u>(19,562)</u>
		<u>\$(555,636)</u>	<u>\$1,347,730</u>	<u>\$875,127</u>	<u>\$(83,033)</u>

Note: The schedule of expenditures of federal awards includes the federal grant activity relating to the School's operations. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133 and the State of Tennessee.

See independent auditor's report.

KIPP ACADEMY NASHVILLE
 SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
 YEAR ENDED JUNE 30, 2014

<u>Grantor</u>	<u>State Contract Number</u>	Balance July 1, 2013 (Receivable) <u>Payable</u>	<u>Receipts</u>	<u>Expenditures</u>	Balance June 30, 2014 (Receivable) <u>Payable</u>
TENNESSEE DEPARTMENT OF EDUCATION:					
Basic Education Program	N/A	\$ -	\$ 52,300	\$ 52,300	\$ -
Passed through Metropolitan Nashville Public Schools					
Basic Education Program	N/A	<u>-</u>	<u>3,093,863</u>	<u>3,093,863</u>	<u>-</u>
		<u>\$ -</u>	<u>\$3,146,163</u>	<u>\$3,146,163</u>	<u>\$ -</u>

Note: The schedule of expenditures of state financial assistance includes the state grant activity of the School. The information in this schedule is presented in accordance with the requirements of the State of Tennessee.

See independent auditor's report.

KIPP ACADEMY NASHVILLE
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS
 JUNE 30, 2014

	Permanent		Total
	KIPP Alumni Scholarship Fund	Total Nonmajor Governmental Funds	
ASSETS			
Investments	\$ 151,595	\$ 151,595	
Receivables	-	-	
Other current assets	-	-	
Total assets	\$ 151,595	\$ 151,595	
LIABILITIES			
Accounts payable and accrued expenditures	\$ -	\$ -	
Total liabilities	-	-	
FUND BALANCES			
Nonspendable	106,298	106,298	
Restricted	45,297	45,297	
Total fund balances	151,595	151,595	
Total liabilities and fund balances	\$ 151,595	\$ 151,595	

See independent auditor's report.

KIPP ACADEMY NASHVILLE
 COMBINING STATEMENT OF REVENUES, EXPENDITURES,
 AND CHANGES IN FUND BALANCES
 NONMAJOR GOVERNMENTAL FUNDS
 YEAR ENDED JUNE 30, 2014

	Permanent		Total
	KIPP		Nonmajor
	Alumni		Governmental
	Scholarship		Funds
	Fund		Funds
REVENUES			
Contributions	\$ 21,250	\$	21,250
Interest	1,970		1,970
Investment income	17,960		17,960
Total revenues	41,180		41,180
 EXPENDITURES			
	4,000		4,000
 NET CHANGE IN FUND BALANCES	37,180		37,180
 FUND BALANCES, June 30, 2013	114,415		114,415
 FUND BALANCES, June 30, 2014	\$ 151,595	\$	151,595

See independent auditor's report.



Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of KIPP Academy Nashville (the "School") as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 25, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



To the Board of Directors
KIPP Nashville

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014



Independent Auditor's Report on Compliance for the Major Program
and on Internal Control Over Compliance
Required by OMB Circular A-133

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on Compliance for the Major Federal Program

We have audited KIPP Academy Nashville's (the "School") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on the School's major federal program for the year ended June 30, 2014. The School's major federal program is identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance of the School's major federal program based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for the major federal program. However, our audit does not provide a legal determination of the School's compliance.



Opinion on the Major Federal Program

In our opinion, KIPP Academy Nashville complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on its major federal program for the year ended June 30, 2014.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on the major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for the major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

KIPP ACADEMY NASHVILLE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
YEAR ENDED JUNE 30, 2014

SECTION I - SUMMARY OF INDEPENDENT AUDITOR'S RESULTS

Financial Statements

Type of auditor's report issued: Unmodified

Internal control over financial reporting:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified not considered to
be material weaknesses? yes x none reported

Noncompliance material to financial statements noted? yes x no

Federal Awards

Internal control over major programs:
Material weakness(es) identified? yes x no
Significant deficiency(ies) identified not considered to
be material weaknesses? yes x none reported

Type of auditor's report issued on compliance for
major programs: Unmodified

Any audit findings disclosed that are required to be reported
in accordance with Section 510(a) of Circular A-133? yes x no

Identification of major programs:

<u>CFDA Number</u>	<u>Name of Federal Program</u>
84.395	ARRA - State Fiscal Stabilization Fund - Race-to-the-Top Incentive Grants

Dollar threshold used to distinguish between Type A and Type B programs: \$300,000

Auditee qualified as low-risk auditee? x yes no

SECTION II - FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III - FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

None reported.

KIPP NASHVILLE COLLEGE PREP
AUDITED FINANCIAL STATEMENTS
AND OTHER INFORMATION

JUNE 30, 2014

KIPP NASHVILLE COLLEGE PREP

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Independent Auditor's Report

To the Board Directors
KIPP Nashville
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and each major fund of KIPP Nashville College Prep (the "School"), as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



To the Board of Directors
KIPP Nashville

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of KIPP Nashville College Prep as of June 30, 2014, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 4 - 10 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise KIPP Nashville College Prep's basic financial statements. The accompanying schedules of expenditures of federal awards and state financial assistance are presented for purposes of additional analysis as required by the State of Tennessee Comptroller of the Treasury's *Audit Manual for Local Governmental Units and Other Organizations* and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards and state financial assistance are fairly stated, in all material respects, in relation to the basic financial statements as a whole.



To the Board of Directors
KIPP Nashville

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Our discussion and analysis of KIPP Nashville College Prep's annual financial performance provides an overview of the School's financial activities for the fiscal year ended June 30, 2014. This section should be read in conjunction with the financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

The School opened for its first academic year in 2013-2014. Accordingly, discussion herein relates to the School's first year of operations; comparative information is not available for presentation. The School's governmental activities total assets increased by \$1,046,835. Total revenues for the School were \$1,994,551, consisting of District funding, federal and state grants and private contributions. The School's governmental activities total program costs (student instruction and services) for 2014 totaled \$1,409,518. Overall, the School's 2014 change in net position was positive, \$734,890.

For the General Purpose School Fund there was a net change in fund balance of \$348,697. The General Purpose School Fund - fund balance at fiscal year-end was \$348,697.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements, required supplementary information, and supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

REPORTING THE SCHOOL AS A WHOLE

In general, users of these financial statements want to know if the School is in a better or worse financial position as a result of the year's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current year's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 11.

The Statement of Net Position reports the School's net position (total assets plus deferred outflow of resources less total liabilities less deferred inflows of resources). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the year. Private sector entities have a similar report titled statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the year. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

The School's fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances, begin on page 13. They provide detailed information about the School's most significant funds, not the School as a whole. Funds are established by the School as required to help manage money for particular purposes and compliance with various donor and grant provisions.

The School's funds are categorized as "governmental funds." Governmental funds focus on how money flows into and out of the funds and the balances left at year-end that are available for spending in future periods. Fund financial statements are reported using an accounting method called "modified accrual" accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the school wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages 14 and 16.

SCHOOL-WIDE FINANCIAL ANALYSIS

The School's assets exceeded the School's liabilities and deferred inflows of resources at the close of the fiscal year, resulting in net position of \$734,890. The School's net position includes \$422,898 of cash and investments, available for operational needs and growth as well as \$59,880 which is subject to certain restrictions that limit how the amount may be used.

As of June 30, 2014, the School had invested a total of \$357,285 in capital assets. This investment includes instructional and support furniture, instructional computers for teachers, mobile student computer labs, maintenance equipment and books for instructional purposes and the enhancement of its reading program. The School expects significant additional property and equipment investments in the 2014-2015 school year, as student enrollment increases. With the additional students there will be continued requirements for furniture, computers and equipment. The School facility is currently large enough to accommodate increased student enrollment for all grades. For the next year, the School will continue to operate at its current location. Additional information on property and equipment is located in the notes to the financial statements.

The School is currently renting educational space (Ewing Park School, 3410 Knight Drive, Nashville, TN 37207) from Metropolitan Nashville Public Schools. The current lease term ended on June 30, 2014, and was renewed through June 2015. The School has no debt as of the end of the fiscal year.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

A schedule of the School's net position as of June 30, 2014, is as follows:

	<u>2014</u>
Current assets	\$ 736,703
Capital assets	<u>310,132</u>
Total assets	<u>1,046,835</u>
Current liabilities	<u>190,527</u>
Deferred inflows of resources	<u>121,418</u>
Net position:	
Invested in capital assets	310,132
Unrestricted	<u>424,758</u>
Total net position	<u>\$ 734,890</u>

The School's total net position increased \$734,890 during the School's first year of operations. The increase in the School's net position indicates that the School had more incoming revenues than outgoing expenses during the year.

Total revenues generated from government grants, governmental funds, foundation grants and donations were \$1,913,116 during the 2014 fiscal year. Contributions from individuals and organizations of \$592,554 resulted from strong continued support from existing individual and corporate donors and the identification of new individual donors for the KIPP Nashville network of schools.

Total expenses were \$1,409,518 during the 2014 fiscal year. As expected, the majority of expenses are related to employee compensation, occupancy costs and instructional.

The School also benefitted from a transfer of capital assets from another KIPP Nashville School, KIPP Academy Nashville. The net transfer totaled \$149,857.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

A schedule of the School's revenue and expenses for the year ended June 30, 2014, is as follows. The schedule is for the School as a whole, not for the governmental funds.

	2014
Revenues	
Contributions	\$ 731,566
District funding	817,225
Federal and state grants	364,325
Interest	3,866
Other	<u>77,569</u>
Total revenues	<u>1,994,551</u>
Expenses	
Instructional	104,340
Occupancy	127,629
Office	77,920
Organizational development	10,203
Professional services and fees	150,592
Employee compensation	808,575
Staff development	31,813
Transportation	51,293
Depreciation	<u>47,153</u>
Total expenses	<u>1,409,518</u>
Transfer in capital assets	<u>149,857</u>
Change in net position	<u>\$ 734,890</u>

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the Balance Sheet on page 13, report a combined fund balance of \$348,697. The majority of the School's total funds are in the General Purpose School Fund, which is the chief operating fund of the School. The School has two other major funds consisting of the Restricted Contribution and Federal and State Grants Funds.

Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as school-wide. For the year-ended June 30, 2014, the differences consist of capital assets, which are not reported in the School's funds, and amounts for the year not received within 60 days of year-end.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

SCHOOL ACTIVITIES

KIPP Nashville opened in July 2005 as a middle school (5th through 8th grades) and has developed a highly successful program to serve students residing in Nashville's lowest income and most educationally underserved communities. Our mission is to cultivate both the academic skills and character our students need to succeed in rigorous high schools and colleges, and to become responsible and productive citizens in the world beyond.

KIPP Nashville's success is based on the highly acclaimed and nationally recognized Knowledge is Power Program education model customized for our student body. KIPP was started in 1994 by two Teach for America alumni, Mike Feinberg and Dave Levin. Feinberg and Levin raised three primary questions about education based on their shared experiences as middle school teachers in one of many low income communities in Houston, Texas: 1) Why weren't their students pursuing academics like other students from more affluent communities? 2) Why weren't they being held to higher expectations by teachers and school administrators? 3) What was the rationale to support a seven-hour school day and a 180-day school year, especially for students who are failing academically?

Feinberg and Levin developed the KIPP education model which has proven for more than nineteen years that the time-honored values of hard work and no excuses, discipline, and a relentless focus on results combined with more time in school is not only the right formula for overall student academic success, but is most especially needed to engage students who are at-risk and failing academically.

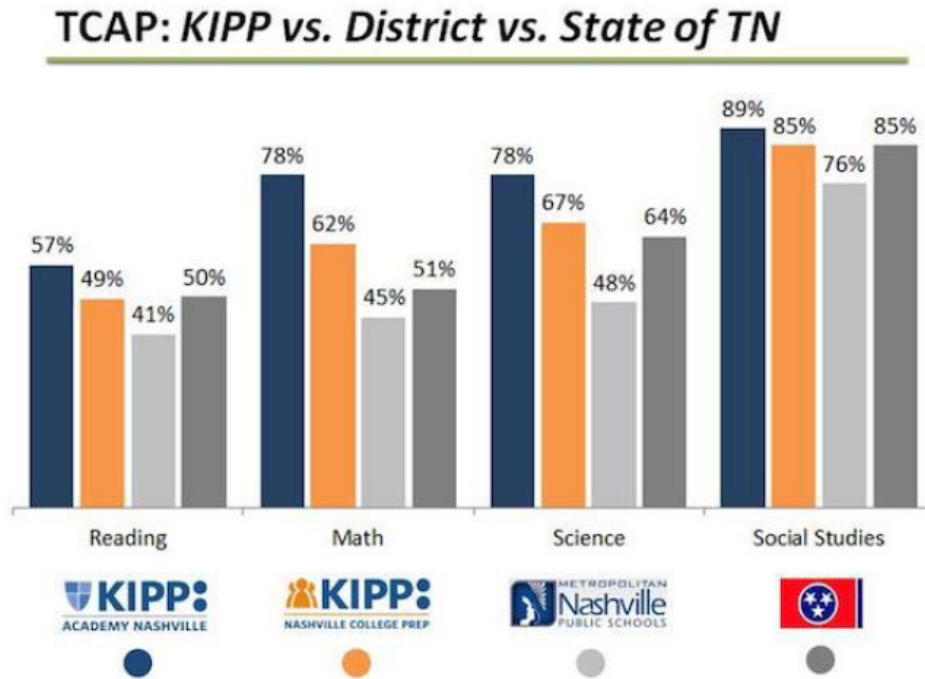
Today, there are 162 KIPP schools serving more than 58,000 students across the United States in urban and rural low-income communities located in 20 states and the District of Columbia. KIPP believes that investments in human capital development are required to bring about widespread and lasting change within our country's education system, and are paramount to ensuring that all KIPP students receive a quality, college-preparatory education. All KIPP schools are founded and led by talented, passionate and effective educators who complete rigorous, in-depth KIPP training programs. KIPP School Leaders in turn effectively attract, develop, and retain talented teachers and give them the tools, support and ongoing professional development to grow as professionals and close achievement gaps among students.

Current census data confirms that KIPP Nashville has a significantly higher percentage of economically disadvantaged families than most area public schools. Ninety percent of KIPP Nashville College Prep students qualify for federal free or reduced price meals; all are zoned to under-performing neighborhood middle schools with suspension rates as high as 44%, and high schools where average student ACT scores are too low for college eligibility.

Yet in spite of these seemingly insurmountable odds coupled with the daily, harsh realities faced by most youth living in low-income, high-risk neighborhoods, KIPP Nashville College Prep students emulate the academic success of their national cohorts by making significant progress and demonstrating academic excellence. KIPP Nashville College Prep students must - and do - make significant academic growth each year, and consistently outperform city and state averages on standardized tests. By the time KIPP Nashville College Prep students enter high school, a large majority are at grade level and prepared for continued academic success.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

The 2013-14 academic growth of KIPP Nashville College Prep students was more rapid than from district schools and the State of Tennessee, demonstrated by the value-added graph below:



STUDENT ENROLLMENT FACTORS AND NEXT YEAR’S BUDGET

Fiscal year 2014 enrollment was 91 students. This will grow considerably for fiscal year 2015 with an additional grade and enrollment expectations. With the opening of KIPP Nashville College Prep in fiscal year 2014, KIPP Nashville now operates two charter schools. Starting with the 2014-2015 school year, KIPP Nashville opened KIPP Nashville Collegiate High School, serving students in grades 9-12 in East Nashville. KIPP Nashville also has plans for two elementary schools serving grades K-4 to open in fiscal year 2016.

The school anticipates that total Basic Education Program (BEP) funding will increase, because of increased enrollment. Additionally, the school expects per pupil BEP funding to be slightly lower in the 2014-2015 school year based on State budget information. For fiscal year 2015, the organization expects to continue its strong fund-raising efforts for non-government funds. KIPP believes a continued focus on cultivating the existing donor base, the successful execution of the annual community fundraising breakfast and a larger Board of Directors committed to hitting fundraising targets will help the School reach this goal. These non-government resources are an important funding source to fill the current funding gap of KIPP Nashville, and to fuel the strategic growth plans for KIPP Nashville.

For fiscal year 2015, in addition to serving KIPP’s current student population of 440 students, KIPP plans to invest in the organization’s long-term growth plan for opening new KIPP schools in Nashville. These investments will include hiring additional staff, increasing professional development, and making general and administrative expenditures specific to the further development and execution of the KIPP Nashville strategic growth plan.

KIPP NASHVILLE COLLEGE PREP
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

CONTACTING THE SCHOOL'S FINANCIAL MANAGEMENT

This financial report is designed to provide our students' parents, Davidson County taxpayers, donors, creditors, grant funding authorities and agencies tasked with oversight of Metropolitan Nashville Public Schools with a general overview of the organization's finances and to demonstrate the School's accountability for the money it receives. For questions about this report or additional financial information, contact the organization's Director of Finance, Anika Baltimore, at 3410 Knight Drive, Nashville, TN 37207, by telephone at (615) 226-4484 or email abaltimore@KIPPNashville.org.

KIPP NASHVILLE COLLEGE PREP
STATEMENT OF NET POSITION
JUNE 30, 2014

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 482,778
Receivables	207,495
Other current assets	46,430
Capital assets, net	310,132
Total assets	1,046,835
 LIABILITIES	
Accounts payable	95,583
Accrued expenses	35,064
Advance contributions and grants	59,880
Total liabilities	190,527
 DEFERRED INFLOWS OF RESOURCES	 121,418
 NET POSITION	
Net investment in capital assets	310,132
Unrestricted	424,758
Total net position	\$ 734,890

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2014

<u>GOVERNMENTAL ACTIVITIES:</u>	Functions			
	Total	Student Instruction and Services	Administration	Fundraising
EXPENSES				
Instructional	\$ 104,340	\$ 96,934	\$ 7,406	\$ -
Occupancy	127,629	113,258	14,371	-
Office	77,920	69,356	8,564	-
Organizational development	10,203	-	-	10,203
Professional services and fees	150,592	121,622	28,970	-
Employee compensation	808,575	717,723	90,852	-
Staff development	31,813	16,458	15,355	-
Transportation	51,293	51,293	-	-
Depreciation	47,153	41,675	5,478	-
Total expenses	1,409,518	1,228,319	170,996	10,203
PROGRAM REVENUES				
Operating grants and contributions	481,772	481,772	-	-
Capital grants and contributions	25,265	25,265	-	-
Net program expenses	902,481	\$ 721,282	\$ 170,996	\$ 10,203
GENERAL REVENUES				
Contributions	592,554			
District funding	817,225			
Other	73,869			
Interest	3,866			
Total general revenues	1,487,514			
Transfer of capital assets	149,857			
CHANGE IN NET POSITION	734,890			
NET POSITION, June 30, 2013	-			
NET POSITION, June 30, 2014	\$ 734,890			

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2014

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
ASSETS				
Cash and cash equivalents	\$ 422,898	\$ 59,880	\$ -	\$ 482,778
Investments	-	-	-	-
Receivables	126,140	75,624	5,731	207,495
Due from other funds	81,355	-	-	81,355
Other current assets	46,430	-	-	46,430
Total assets	<u>\$ 676,823</u>	<u>\$ 135,504</u>	<u>\$ 5,731</u>	<u>\$ 818,058</u>
LIABILITIES				
Accounts payable	\$ 95,583	\$ -	\$ -	\$ 95,583
Accrued expenditures	35,064	-	-	35,064
Due to other funds	-	75,624	5,731	81,355
Advance contributions and grants	-	59,880	-	59,880
Total liabilities	<u>130,647</u>	<u>135,504</u>	<u>5,731</u>	<u>271,882</u>
DEFERRED INFLOWS OF RESOURCES				
	<u>197,042</u>	<u>-</u>	<u>437</u>	<u>197,479</u>
FUND BALANCES				
Nonspendable	46,430	-	-	46,430
Unassigned	302,704	-	(437)	302,267
Total fund balances	<u>349,134</u>	<u>-</u>	<u>(437)</u>	<u>348,697</u>
Total liabilities, deferred inflows of resources and fund balances	<u>\$ 676,823</u>	<u>\$ 135,504</u>	<u>\$ 5,731</u>	<u>\$ 818,058</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
BALANCE SHEET
GOVERNMENTAL FUNDS - CONTINUED
JUNE 30, 2014

RECONCILIATION OF GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION:

Total governmental fund balances above	\$ 348,697
Deferred inflows of resources for unavailable revenues	76,061
Capital assets not reported above	<u>310,132</u>
Net position of governmental activities in the statement of net position	<u>\$ 734,890</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2014

	General Purpose School Fund	Restricted Contribution Fund	Federal and State Grants Fund	Total Governmental Funds
REVENUES				
Contributions	\$ 303,669	\$ 345,279	\$ -	\$ 648,948
District funding	817,225	-	-	817,225
Federal and state grants	-	-	374,582	374,582
Interest	3,866	-	-	3,866
Other income	73,869	-	-	73,869
Total revenues	<u>1,198,629</u>	<u>345,279</u>	<u>374,582</u>	<u>1,918,490</u>
EXPENDITURES				
Current:				
Instructional	88,276	9,705	6,359	104,340
Occupancy	127,214	415	-	127,629
Office	67,353	2,529	8,038	77,920
Organizational development	10,203	-	-	10,203
Professional services and fees	150,592	-	-	150,592
Employee compensation	247,839	227,218	333,518	808,575
Staff development	25,889	385	5,539	31,813
Transportation	51,293	-	-	51,293
Capital outlay	80,836	105,027	21,565	207,428
Total expenditures	<u>849,495</u>	<u>345,279</u>	<u>375,019</u>	<u>1,569,793</u>
NET CHANGE IN FUND BALANCES	349,134	-	(437)	348,697
FUND BALANCES, June 30, 2013	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES, June 30, 2014	<u>\$ 349,134</u>	<u>\$ -</u>	<u>\$ (437)</u>	<u>\$ 348,697</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - CONTINUED
GOVERNMENTAL FUNDS
YEAR ENDED JUNE 30, 2014

RECONCILIATION OF NET CHANGE IN FUND BALANCES TO CHANGE IN NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES:

Net change in fund balances as reported in the governmental funds statements	\$ 348,697
Amounts which are not available to pay for current period expenditures, and therefore, are unavailable revenues in the funds:	
Deferred inflows of resources for unavailable revenues	76,061
Transfer of capital assets recorded in the school-wide statements not included in the governmental funds:	149,857
Amounts reported as expenditures in the governmental funds not included as expenses in the school-wide statements:	
Capital outlays	207,428
Expenses in the school-wide statements not included in the governmental funds:	
Depreciation expense	<u>(47,153)</u>
Change in net position of governmental activities	<u>\$ 734,890</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

KIPP Nashville was incorporated October 22, 2003, as a Tennessee nonprofit corporation to operate charter schools in the Nashville area. During fiscal year 2014, KIPP Nashville opened KIPP Nashville College Prep (the School). Pursuant to Section 6(b)(1)(A) of the Tennessee Public Charter School Act of 2002 (the Act), the School has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School entered into a Charter School Agreement with the Metropolitan Board of Public Education of Nashville and Davidson County with an effective date of July 1, 2013 to operate a charter school in Nashville, Tennessee. The School entered into a license agreement with KIPP Foundation, a California Public Charity, to assist the School in providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP and the Knowledge Is Power Program are trademarks of the KIPP Foundation. The School began classes in July 2013 with a fifth grade class and plan to add an additional grade each year culminating with the addition of an eighth grade in the 2016-2017 fiscal year.

KIPP Nashville operates KIPP Academy Nashville, KIPP Nashville College Prep and starting in July 2014, KIPP Nashville Collegiate High School. The financial statements and footnotes in this report reflect the operations of KIPP Nashville College Prep as of and for the year ended June 30, 2014.

Basic Financial Statements

School-wide financial statements

The school-wide financial statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. In the school-wide statement of net position, amounts are reported on a full accrual, economic resources basis, which recognizes all long-term assets and receivables as well as any long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

The School's net position is reported in three categories - net investment in capital assets; restricted net position; and unrestricted net position. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, and then unrestricted resources as they are needed. The School does not allocate indirect costs between functions.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The school-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general government revenues (general revenues are primarily made up of district BEP funding and donations to the General Purpose School Fund). The statement of activities reduces gross expenses by related function revenues, including operating grants and contributions and capital grants and contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue.

Fund financial statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows or inflows of resources, fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis for State and Local Governments*, sets forth minimum criteria for the determination of major funds. The School reports the following major governmental funds:

The General Purpose School Fund is the School's primary operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund.

The Restricted Contribution Special Revenue Fund is used to account for the receipt and disbursement of private contributions restricted for primarily specific purposes.

The Federal and State Grants Special Revenue Fund is used to account for the receipt and disbursement of federal and state grants where unused balances, if any, are returned to the grantor at the close of specified project periods.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The focus of the governmental funds is upon the determination of financial resources, their balance, sources and use, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable - This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

Restricted - This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed - This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned - This classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's chief finance officer and personnel under the supervision of the chief finance officer tasked with financial recording responsibilities.

Unassigned - This classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Basis of Accounting

The School's financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB.

The School is considered a special purpose governmental entity engaged in governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose governments.

The School's basic financial statements include both school-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities are all considered to be governmental activities and are classified as such in the school-wide and fund financial statements.

The school-wide financial statements have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenditures are recognized when the related liability is incurred. "Available" means collectible within the current period or within 60 days after the end of the year.

Since the governmental funds financial statements are presented on a different basis than the school-wide financial statements, reconciliation is provided immediately following each fund statement. These reconciliations briefly explain the adjustments necessary to transform the fund financial statements into the school-wide financial statements.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Allocations

The School is a part of the KIPP Nashville network of schools. KIPP Nashville maintains a regional office for support of the schools. Certain activities, including fundraising and administration are conducted centrally by the regional office. Accordingly, revenues, expenses, assets and liabilities associated with the central activities are allocated to the schools for financial reporting purposes. All financial transactions and balances directly related to a school are recorded directly by that school. Financial transactions and balances of the regional office are allocated to the schools using the following methodology:

- Cash transfers are made to fund any unrestricted operating deficits and growth needs
- Revenues from fundraising and grant activities are allocated based primarily on enrollment
- Expenses of shared services and administration are allocated based primarily on enrollment
- Capital assets of shared services are allocated primarily to KIPP Academy Nashville.

Cash and Cash Equivalents

The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Receivables

Receivables represent amounts due from contributors, grants or other funding which have been approved but not received. All receivables are reported at estimated collectible amounts. Receivables that will not be collected within the available period have been reported as un available revenues in the governmental funds financial statements.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Capital Assets

Property and equipment are recorded at acquisition cost, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures, which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. The School follows the practice of capitalizing all expenditures for property and equipment items over \$1,000.

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the respective governmental fund upon acquisition.

Deferred outflows/inflows of resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School had no items that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has two types of items that qualify for reporting in this category. The first, which arises only under a modified accrual basis of accounting, is *unavailable revenue*, which is reported only in the governmental funds balance sheet. The governmental funds report unavailable revenues from amounts that are deferred and recognized as an inflow of resources in the period that the amounts become available. The second arises due to contributions and grants which have time requirements for future periods. Details of deferred inflows of resources are presented in Note F.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Income Taxes

The School is a not-for-profit school that is exempt from federal income taxes under the Internal Revenue Code, classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. The School accounts for the effect of any uncertain tax positions based on a more likely than not threshold to the recognition of the tax positions being sustained based on the technical merits of the position under examination by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a cumulative probability assessment that aggregates the estimated tax liability for all uncertain tax positions. Tax positions for the School include, but are not limited to, the tax-exempt status and determination of whether income is subject to unrelated business income tax; however, the School has determined that such tax positions do not result in an uncertainty requiring recognition.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Fair Value of Financial Instruments

The carrying value of cash and cash equivalents, receivables, accounts payable and accrued liabilities approximate fair value because of the short maturity of these instruments.

Interfund Balances

Transactions which constitute reimbursement of expenditures initially made from a fund, which are properly applicable to another fund, are recorded as expenditures, as appropriate, in the reimbursing fund and as reductions of expenditures in the fund that is reimbursed.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Additionally, the federal and state grants fund and restricted contribution fund occasionally make disbursements in advance of receiving funds. Accordingly, interfund transfers are made from the general purpose school fund in the form of due to/from other funds. The amounts due the general purpose school fund are repaid upon receipt of the grants or contributions. At June 30, 2014, details of the interfund balances are as follows:

Federal and state grants fund due to general purpose school fund relating to operating grant expenditures in advance of grant funding	\$ 5,731
Restricted contribution fund due to general purpose school fund relating to operating expenditures in advance of collections	<u>75,624</u>
	<u>\$81,355</u>

B. DEPOSITS

The School does not have formal deposit policies that address its exposure to custodial credit risk. The School regularly maintains deposits in excess of FDIC coverage. The School's financial institution is a member of the Tennessee Bank Collateral Pool, which helps the School to mitigate custodial credit risk.

KIPP Nashville operates a pooled-cash management program for the benefit of its schools, including the School. Cash balances reported within the accompanying financial statements represent the School's portion of the pooled-cash program, resulting from its operation. Included in KIPP Academy Nashville's cash balances are accounts received from central fundraising activities which have not been transferred or utilized by other schools, including the School. KIPP Academy Nashville, as the first school in KIPP Nashville's network, holds these funds for operational needs and future development of all the schools.

KIPP Nashville management under the direction of the Board of Directors, and within limits of grant agreements or donor restrictions, may make transfers among the schools as necessary to fund operations and growth.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

C. CAPITAL ASSETS

Capital assets activity for governmental activities for the year was as follows:

	<u>Balance</u> <u>July 1, 2013</u>	<u>Additions</u>	<u>(1) Transfers</u>	<u>Balance</u> <u>June 30, 2014</u>
Computer equipment	\$ -	\$ 70,052	\$ 83,248	\$ 153,300
Furniture and fixtures	-	73,200	4,075	77,275
Machinery and equipment	-	64,176	12,724	76,900
School buses	-	-	54,620	54,620
Subtotal	-	207,428	154,667	362,095
Accumulated depreciation	-	(47,153)	(4,810)	(51,963)
Capital assets, net	<u>\$ -</u>	<u>\$ 160,275</u>	<u>\$ 149,857</u>	<u>\$ 310,132</u>

(1) During fiscal year 2014, KIPP Academy Nashville transferred certain capital assets to KIPP Nashville College Prep. The transfer is reported on the accompanying statement of activities.

Depreciation was charged to governmental activities as follows:

Student instruction and services	\$41,675
Administration	5,478
Fundraising	<u>-</u>
	<u>\$47,153</u>

D. LINE-OF-CREDIT

KIPP Nashville has a \$1,050,000 line-of-credit agreement with a financial institution. The line-of-credit bears interest at a variable rate of the financial institution's index rate and expires in expires in March 2015. As of June 30, 2014, no amounts were outstanding under the agreement.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

E. LEASE ARRANGEMENTS

The School’s facilities are provided under a lease arrangement with the Metropolitan Nashville Board of Public Education and Metropolitan Government of Nashville and Davidson County. The lease was for a period of one year and ended on June 30, 2014. The lease has been renewed through June 30, 2015. The lease includes building operations and interior and exterior support services. The lease arrangement requires the School to pay rent in equal monthly installments. Total rent expense for fiscal year 2014 was \$63,730. The lease also requires the School to pay for certain operating and janitorial services. Under the terms of the renewed lease, minimum required lease payments total \$189,648 for the year ended June 30, 2015.

F. RECEIVABLES AND DEFERRED INFLOWS OF RESOURCES

Receivables at June 30, 2014 consist of the following:

Contributions for future periods	\$121,418
Grants and other contributions	81,355
Other	<u>4,722</u>
	<u>\$207,495</u>

Amounts reflected in deferred inflows of resources, relating to receivables, include the following at June 30, 2014:

	<u>School-wide</u>	Government <u>Funds</u>
Deferred inflows of resources		
Contributions designated to future periods	\$121,418	\$121,418
Unavailable revenues under modified accrual accounting	<u>N/A</u>	<u>76,061</u>
	<u>\$121,418</u>	<u>\$197,479</u>

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

G. RELATED PARTY TRANSACTIONS

KIPP Foundation has the authority to appoint a member to the Board of Directors. This member is empowered to veto the actions of the other members of the Board.

The School pays a licensing fee to KIPP Foundation equal to 1% of state and local per-pupil funding received. The agreement is for automatically renewable one-year terms. Total license fees incurred for the year ended June 30, 2014, were \$8,796.

During the period ended June 30, 2014, KIPP Nashville operated a regional office for the management of KIPP Academy Nashville and KIPP Nashville College Prep and was in the process of developing KIPP Nashville Collegiate High School, to be opened in fiscal year 2015. Certain funds are maintained by KIPP Academy Nashville and are transferred as needed to other schools.

All assets, liabilities, net assets, revenues and expenses recorded on the KIPP Nashville regional office general ledger have been allocated to the various schools in operation and those in process of being opened in fiscal year 2015. Amounts allocated to KIPP Nashville College Prep are included therein.

H. CONCENTRATION

The School received 41% of its funding for operations from MNPS based on the State of Tennessee's Basic Education Program (BEP). BEP funding is designated to schools based on student attendance. Gross BEP funding for the year ended June 30, 2014, was \$817,225. Outside fundraising for capital needs is on-going since the charter school agreement with MNPS does not include an allocation for capital expenditures.

I. RETIREMENT PLANS

Certificated Employees Plan Description

The School contributes to the State Employees, Teachers, and Higher Education Employees Pension Plan (SETHEEPP), a cost-sharing, multiple employer defined benefit pension plan administered by the Tennessee Consolidated Retirement System (TCRS). TCRS provides retirement benefits as well as death and disability benefits to plan participants and their beneficiaries. Benefits are determined by a formula using the participant's high five-year average salary and years of service. Participants become eligible to retire at the age of 60 with five years of service or at any age with 30 years of service. A reduced retirement benefit is available to vested participants who are at least 55 years of age or have 25 years of service. Disability benefits are available to active participants with five years of service and who become disabled and cannot engage in gainful employment. There is no service requirement for disability that is the result of an accident or injury occurring while the participant was in the performance of duty.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

I. RETIREMENT PLANS - Continued

Participants joining the plan on or after July 1, 1979, are vested after five years of service. Participants joining prior to July 1, 1979, are vested after four years of service. Benefit provisions are established in state statutes found in Title 8, Chapters 34-37 of the Tennessee Code Annotated (TCA). State statutes are amended by the Tennessee General Assembly. Cost of living adjustments (COLA) are provided to retirees each July based on the percentage change in the Consumer Price Index (CPI) during the previous calendar year. No COLA is granted if CPI increases less than one-half percent. The annual COLA is capped at three percent.

TCRS issues a publicly available financial report that includes financial statements and required supplementary information for the SETHEPP. That report may be obtained by writing to the Tennessee Treasury Department, Consolidated Retirement System, 10th Floor Andrew Jackson Building, Nashville, TN 37243-0230 or can be accessed at www.tn.gov/treasury/tcrs/schools.

Funding Policy

Participants are required to contribute 5.00% of their salary to the plan. The employer contribution rate is based on the rate for Davidson County Schools, which is established at an actuarially determined rate. The employer rate for the year ended June 30, 2014, was 8.88% of annual covered payroll. The employer contribution rate is established by and may be amended by the TCRS Board of Trustees.

Non-Certificated Employee Plan Description

The School contributes to the Metropolitan Government of Nashville and Davidson County's Division B Pension Plan (Metro Plan), a defined benefit single-employer pension plan managed and administered by the Metropolitan Employee Benefit Board, an independent board created by the Metropolitan Charter. Benefits are determined by a formula using the participant's highest five-year average salary and years of service.

Participants become eligible to retire at the age of 60 once their age plus the completed years of service equal 85 or at age 65 with five years of service. A reduced retirement benefit is available to vested participants prior to the age of 60 or with less than an age plus years of service sum of 85. Reduced benefits are determined by reducing full benefits by 4% per year for each of the first five years by which the retirement date precedes the normal retirement age, and by 8% for each additional year beyond the first five years with a maximum reduction of 60%. Vesting occurs after 5 years for employees employed on or between October 1, 2001 and December 31, 2012, and after 10 years for employees employed on or after January 1, 2013. The Metro Plan financial and required supplementary information is

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

I. RETIREMENT PLANS - Continued

included in The Metropolitan Government of Nashville and Davidson County Comprehensive Annual Financial Report. That report may be obtained by writing to the Tennessee Department of Finance, Division of Accounts, 1 Public Square, Suite 106, Nashville, Tennessee 37201 or can be accessed at:
www.nashville.org/finance/financial_reports.asp.

Funding Policy

The Metro Plan requires no participant contribution. The employer contribution is established at an actuarially determined rate. The employer rate for the year ended June 30, 2014, was 17.117% of annual covered payroll.

The School's contributions for both teachers and non-teachers are not refundable to either the School or employee. The School's expense, related to both plans for the year ended June 30, 2014 totaled \$57,924.

J. COMMITMENTS, CONTINGENCIES AND RISK MANAGEMENT

The School is exposed to various risk of loss relating to torts, theft of, damage to, and destruction of assets; errors or commissions; illness or injuries to employees; and natural disasters. The School, through KIPP Nashville, carries insurance for certain risks of loss. Settled claims resulting from these risk have not exceeded commercial insurance coverage in any of the past three fiscal years.

The School may become subject to various claims and legal actions, which arise in the ordinary course of business. In the opinion of management, in consultation with legal counsel, the ultimate resolution of such matters will not have a material adverse effect on the School's financial position or results of operations, as of the date of these financial statements.

The School receives awards and financial assistance through federal, state, local and private agencies. The expenditure of funds received under these programs generally requires compliance with terms and conditions specified in the grant agreements and is subject to audit by the grantor agencies. Any disallowed claims resulting from such audits could become a liability of the General Purpose School Fund or Federal and State Grants Fund. However, in the opinion of management, any such disallowed claims will not have a material adverse effect on the overall financial position of the School, and accordingly, no provision has been made within the financial statements.

KIPP NASHVILLE COLLEGE PREP
NOTES TO FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2014

K. SUBSEQUENT EVENT

KIPP Nashville opened a third charter school, KIPP Nashville Collegiate High School, effective for the 2014 - 2015 school year.

OTHER INFORMATION

KIPP NASHVILLE COLLEGE PREP
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2014

<u>Program Name</u>	<u>CFDA Number</u>	Balance July 1, 2013 (Receivable) <u>Payable</u>	<u>Receipts</u>	<u>Expenditures</u>	Balance June 30, 2014 (Receivable) <u>Payable</u>
U.S. DEPARTMENT OF EDUCATION:					
Passed through Tennessee Department of Education					
ARRA - State Fiscal Stabilization Fund - Race-to-the-Top Incentive Grants	84.395	\$ -	\$258,453	\$258,453	\$ -
Passed through Tennessee Department of Education, Passed through MNPS					
Title I, Part A Cluster Title I Grants to Local Educational Agencies	84.010	-	39,585	40,022	(437)
Special Education Cluster (IDEA) Special Education - Grants to States	84.027	-	31,407	31,407	-
Passed through KIPP Foundation					
ARRA - Investing in Innovation (i3) Fund	84.396A	-	<u>14,578</u>	<u>19,872</u>	<u>(5,294)</u>
		<u>\$ -</u>	<u>\$344,023</u>	<u>\$349,754</u>	<u>\$(5,731)</u>

Note: The schedule of expenditures of federal awards includes the federal grant activity relating to the School's operations. The information in this schedule is presented in accordance with the requirements of the State of Tennessee.

See independent auditor's report.

KIPP NASHVILLE COLLEGE PREP
 SCHEDULE OF EXPENDITURES OF STATE FINANCIAL ASSISTANCE
 YEAR ENDED JUNE 30, 2014

<u>Grantor</u>	<u>State Contract Number</u>	Balance July 1, 2013 (Receivable) <u>Payable</u>	<u>Receipts</u>	<u>Expenditures</u>	Balance June 30, 2014 (Receivable) <u>Payable</u>
TENNESSEE DEPARTMENT OF EDUCATION:					
Basic Education Program	N/A	\$ -	\$ 25,265	\$ 25,265	\$ -
Passed through Metropolitan Nashville Public Schools					
Basic Education Program	N/A	<u>-</u>	<u>817,225</u>	<u>817,225</u>	<u>-</u>
		<u>\$ -</u>	<u>\$842,490</u>	<u>\$842,490</u>	<u>\$ -</u>

Note: The schedule of expenditures of state financial assistance includes the state grant activity of the School. The information in this schedule is presented in accordance with the requirements of the State of Tennessee.

See independent auditor's report.



Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and each major fund of KIPP Nashville College Prep (the "School") as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 25, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

**KIPP NASHVILLE
COLLEGIATE HIGH SCHOOL**

**AUDITED FINANCIAL STATEMENTS
AND OTHER INFORMATION**

JUNE 30, 2014

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL

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Independent Auditor's Report

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of KIPP Nashville Collegiate High School (the "School"), as of June 30, 2014 and for the period from April 11, 2014 (inception) through June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.



To the Board of Directors
KIPP Nashville

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of KIPP Nashville Collegiate High School as of June 30, 2014, and the respective changes in financial position for the period April 11, 2014 (inception) through June 30, 2014, in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis on pages 3 - 7 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 25, 2014, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED)

Our discussion and analysis of KIPP Nashville Collegiate High School's annual financial performance provides an overview of the School's financial activities for the period from inception, April 11, 2014, which is the date of the charter agreement with the Metropolitan Nashville Public Schools, through June 30, 2014. This section should be read in conjunction with the financial statements, which follow this section. The School will operate for the first time in fiscal year 2015, therefore, the period covered by these financial statements is the start-up period.

FINANCIAL HIGHLIGHTS

The School's governmental activities assets totaled \$1,440,413, while total revenues for the School were \$262,468. Revenues were from start-up period contributions. The School's change in net position was \$262,468 in the start-up period. Most of the School's activities are in preparation for the School's opening in fiscal year 2015. Accordingly, contributions received and receivable relating to the future period have been recorded as advanced contributions and grants. These advanced contributions and grants total \$1,160,537 at June 30, 2014.

OVERVIEW OF THE FINANCIAL STATEMENTS

This financial report consists of a series of financial statements, notes to those statements and required supplementary information. The statements are organized so that the reader can understand the School as a whole and then proceed to a detailed look at specific financial activities of the School.

REPORTING THE SCHOOL AS A WHOLE

In general, users of these financial statements want to know if the School is in a better or worse financial position as a result of the period's activities. The Statement of Net Position and Statement of Activities report information about the School as a whole and about the School's activities in a manner that helps to answer that question. These statements include all assets and liabilities using the accrual basis of accounting. Under the accrual basis, all of the current period's revenue and expenses are taken into consideration regardless of when cash is received or paid. The statements start on page 8.

The Statement of Net Position reports the School's net position (total assets plus deferred outflow of resources less total liabilities less deferred inflows of resources). Private sector entities would report retained earnings. The School's net position balance at year-end represents available resources for future growth. The Statement of Activities reports the change in net position as a result of activity during the period. Private sector entities have a similar report titled statement of operations, which reports net income. It provides the user a tool to assist in determining the direction of the School's financial health during the period. Users will want to consider non-financial factors as well as the financial data in arriving at a conclusion regarding the overall health of the School.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

The School’s fund financial statements, the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances, begin on page 10. They provide detailed information about the School’s most significant funds, not the School as a whole. Funds are established by the School as required to help manage money for particular purposes and compliance with various donor and grant provisions.

The School’s funds are categorized as “governmental funds.” Governmental funds focus on how money flows into and out of the funds and the balances left at June 30 that are available for spending in future periods. Fund financial statements are reported using an accounting method called “modified accrual” accounting, which measures cash and other financial assets that can readily be converted to cash. This basis of accounting is different from the accrual basis used in the school wide financial statements to report on the School as a whole. The relationship between governmental activities, as reported in the Statement of Net Position and the Statement of Activities, and governmental funds, as reported in the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances is reconciled in the basic financial statements on pages 11 and 13.

SCHOOL-WIDE FINANCIAL ANALYSIS

The School’s assets exceeded the School’s liabilities at the close of the period, resulting in net position of \$262,468. The School did not have any deferred inflows or outflows of resources at June 30, 2014. The School’s net position includes \$112,052 of cash, all of which is subject to external restrictions that limit how the amounts may be used or is to be used for the upcoming school year.

As of June 30, 2014, the School had invested a total of \$207,905 in capital assets. This investment includes instructional and support furniture, instructional computers for teachers and students and other technology and instructional equipment. The School expects significant additional property and equipment investments in the 2014-2015 school year, as the School begins operation. Significant capital needs will continue over the next several years as grade levels are added and enrollment maximizes. With the additional students there will be continued requirements for furniture, computers and equipment. The School facility is currently large enough to accommodate student enrollment for all grades, nine through twelve. For the next year, the School will operate at the newly renovated and modernized Highland Heights Facility. Additional information on property and equipment is located in the notes to the financial statements.

The School will operate under a lease agreement for its educational space with the Metropolitan Nashville Public Schools. The current lease term ends June 30, 2024. The School has no debt as of the end of the fiscal year.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

A schedule of the School's net position as of June 30, 2014, is as follows:

	<u>2014</u>
Current assets	\$ 355,438
Other assets – long-term contributions	877,070
Capital assets	<u>207,905</u>
Total assets	<u>1,440,413</u>
Current liabilities	300,875
Long-term liabilities	<u>877,070</u>
Total liabilities	<u>1,177,945</u>
Net position:	
Invested in capital assets	207,905
Unrestricted	<u>54,563</u>
Total net position	<u>\$ 262,468</u>

The School's total net position increased \$262,468 during the period April 11, 2014 (inception) through June 30, 2014. The increase in the School's net position indicates that the School had more incoming revenues than outgoing expenses during the year.

Contribution revenue for the period totaled \$262,468. A portion of the contributions was used to make purchase of capital assets as well as expenditures for prepaid items for the upcoming school year. The remaining contributions received as well as future contributions have been recorded as advanced contributions and grants as such amounts relate to restricted use and/or future periods when the School is operational.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

The School's funds, as presented on the Balance Sheet on page 10, report a combined fund balance of \$54,563. The School's total funds are in the General Purpose School Fund, which is the chief operating fund of the School. The School did not have any other funds at June 30, 2014.

Due to the different basis of accounting, there is a difference between the amounts reported under the School's funds and the amounts reported as school-wide. For the period ended June 30, 2014, the differences consist of capital assets, which are not reported in the School's funds.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

SCHOOL ACTIVITIES

KIPP Nashville opened its first school in July 2005 as a middle school (5th through 8th grades), with a second middle school opened in July 2013. KIPP Nashville Collegiate High School is the third school in the network. KIPP Nashville has developed a highly successful program to serve students residing in Nashville's lowest income and most educationally underserved communities. Our mission is to cultivate both the academic skills and character our students need to succeed in rigorous high schools and colleges, and to become responsible and productive citizens in the world beyond.

KIPP Nashville's success is based on the highly acclaimed and nationally recognized Knowledge is Power Program education model customized for our student body. KIPP was started in 1994 by two Teach for America alumni, Mike Feinberg and Dave Levin. Feinberg and Levin raised three primary questions about education based on their shared experiences as middle school teachers in one of many low income communities in Houston, Texas: 1) Why weren't their students pursuing academics like other students from more affluent communities? 2) Why weren't they being held to higher expectations by teachers and school administrators? 3) What was the rationale to support a seven-hour school day and a 180-day school year, especially for students who are failing academically?

Feinberg and Levin developed the KIPP education model which has proven for more than nineteen years that the time-honored values of hard work and no excuses, discipline, and a relentless focus on results combined with more time in school is not only the right formula for overall student academic success, but is most especially needed to engage students who are at-risk and failing academically.

Today, there are 162 KIPP schools serving more than 58,000 students across the United States in urban and rural low-income communities located in 20 states and the District of Columbia. KIPP believes that investments in human capital development are required to bring about widespread and lasting change within our country's education system, and are paramount to ensuring that all KIPP students receive a quality, college-preparatory education. All KIPP schools are founded and led by talented, passionate and effective educators who complete rigorous, in-depth KIPP training programs. KIPP School Leaders in turn effectively attract, develop, and retain talented teachers and give them the tools, support and ongoing professional development to grow as professionals and close achievement gaps among students.

Current census data confirms KIPP Nashville has a significantly higher percentage of economically disadvantaged families than most area public schools. Ninety percent of KIPP Nashville students qualify for federal free or reduced price meals; all are zoned to under-performing neighborhood middle schools with suspension rates as high as 44%, and high schools where average student ACT scores are too low for college eligibility.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
MANAGEMENT’S DISCUSSION AND ANALYSIS (UNAUDITED) - Continued

Yet in spite of these seemingly insurmountable odds coupled with the daily, harsh realities faced by most youth living in low-income, high-risk neighborhoods, KIPP Nashville students emulate the academic success of their national cohorts by making significant progress and demonstrating academic excellence. KIPP Nashville students must – and do – make significant academic growth each year, and consistently outperform city and state averages on standardized tests. By the time KIPP Nashville students enter high school, a large majority are at grade level and prepared for continued academic success.

KIPP Nashville has a proven history of strong academics amount its peer group in the Metropolitan Nashville Public Schools and in the State of Tennessee. Management is looking forward to continue this tradition with KIPP Nashville Collegiate High School.

STUDENT ENROLLMENT FACTORS AND NEXT YEAR’S BUDGET

The School will open with the ninth grade class for the 2014-2015 school year. A grade will be added each year through 2017-2018. Fiscal year 2015 enrollment is projected to be just over 100 students.

The School anticipates that total Basic Education Program (BEP) funding will be the primary source of revenue along with contributions of non-government funds. KIPP believes a continued focus on cultivating the existing donor base, the successful execution of the annual community fundraising breakfast and a larger Board of Directors committed to hitting fundraising targets will help the School reach this goal. These non-government resources are an important funding source to fill the current funding gap of KIPP Nashville, and to fuel the strategic growth plans for KIPP Nashville, including the School.

For fiscal year 2015, in addition to serving KIPP’s current student population of 440 students, KIPP plans to invest in the organization’s long-term growth plan for opening new KIPP schools in Nashville. These investments will include hiring additional staff, increasing professional development, and making general and administrative expenditures specific to the further development and execution of the KIPP Nashville strategic growth plan.

CONTACTING THE SCHOOL’S FINANCIAL MANAGEMENT

This financial report is designed to provide our students’ parents, Davidson County taxpayers, donors, creditors, grant funding authorities and agencies tasked with oversight of Metropolitan Nashville Public Schools with a general overview of the organization’s finances and to demonstrate the School’s accountability for the money it receives. For questions about this report or additional financial information, contact the organization’s Director of Finance, Anika Baltimore, at 3410 Knight Drive, Nashville, TN 37207, by telephone at (615) 226-4484 or email abaltimore@KIPPnashville.org.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2014

	Governmental Activities
ASSETS	
Cash	\$ 112,052
Receivables	78,448
Prepaid expenses and other current assets	54,563
Contributions receivable	987,445
Construction in progress	207,905
Total assets	1,440,413
 LIABILITIES	
Accounts payable	14,262
Accrued expenses	3,146
Advance contributions and grants	1,160,537
Total liabilities	1,177,945
 NET POSITION	
Net investment in capital assets	207,905
Unrestricted	54,563
Total net position	\$ 262,468

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
STATEMENT OF ACTIVITIES
PERIOD FROM APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

<u>GOVERNMENTAL ACTIVITIES:</u>	<u>Function Administration</u>
EXPENSES	-
GENERAL REVENUES	
Contributions	<u>262,468</u>
CHANGE IN NET POSITION	262,468
NET POSITION, April 11, 2014	<u>-</u>
NET POSITION, June 30, 2014	<u>\$ 262,468</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2014

	General Purpose School Fund
ASSETS	
Cash and cash equivalents	\$ 112,052
Receivables	188,823
Other current assets	54,563
Total assets	\$ 355,438
 LIABILITIES	
Accounts payable	\$ 14,262
Accrued expenditures	3,146
Advance contributions and grants	283,467
Total liabilities	300,875
 FUND BALANCES	
Nonspendable	54,563
Unassigned	-
Total fund balances	54,563
Total liabilities and fund balances	\$ 355,438

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
BALANCE SHEET
GOVERNMENTAL FUNDS - CONTINUED
JUNE 30, 2014

RECONCILIATION OF GOVERNMENTAL FUND BALANCES TO NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF NET POSITION:

Total governmental fund balances above	\$ 54,563
Capital assets not reported above	<u>207,905</u>
Net position of governmental activities in the statement of net position	<u>\$ 262,468</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
GOVERNMENTAL FUNDS
PERIOD FROM APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

	General Purpose School Fund
REVENUES	
Contributions	\$ 262,468
Total revenues	<u>262,468</u>
EXPENDITURES	
Capital outlay	<u>207,905</u>
Total expenditures	<u>207,905</u>
NET CHANGE IN FUND BALANCES	54,563
FUND BALANCES, April 11, 2014	<u>-</u>
FUND BALANCES, June 30, 2014	<u><u>\$ 54,563</u></u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
FUND BALANCES - CONTINUED
GOVERNMENTAL FUNDS
PERIOD FROM APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

RECONCILIATION OF NET CHANGE IN FUND BALANCES TO CHANGE IN NET POSITION
OF GOVERNMENTAL ACTIVITIES IN THE STATEMENT OF ACTIVITIES:

Net change in fund balances as reported in the governmental funds statements	\$ 54,563
Amounts reported as expenditures in the governmental funds not included as expenses in the school-wide statements:	
Capital outlays	<u>207,905</u>
Change in net position of governmental activities	<u>\$ 262,468</u>

See accompanying notes to financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

KIPP Nashville was incorporated October 22, 2003, as a Tennessee nonprofit corporation to operate charter schools in Nashville. Pursuant to Section 6(b)(1)(A) of the Tennessee Public Charter School Act of 2002 (the Act), KIPP Nashville Collegiate High School (the School) has been approved as a public charter school. Pursuant to the Act, public charter schools are part of the state's public education program offering an alternative means within the public school system for accomplishing necessary outcomes of education. The School entered into a Charter School Agreement with the Metropolitan Board of Public Education of Nashville and Davidson County on April 11, 2014, to operate a grade 9-12 charter school in Nashville, Tennessee. The School entered into a license agreement with KIPP Foundation, a California Public Charity, to assist the School in providing educationally underserved students with the knowledge, skills and character needed to succeed in top-quality high schools, colleges and the competitive world beyond. KIPP and the Knowledge Is Power Program are trademarks of the KIPP Foundation. At June 30, 2014 the School had not opened. The School will begin classes in July 2014 with a ninth grade class and plan to add an additional grade each year culminating with the addition of a twelfth grade in the 2017-2018 fiscal year.

KIPP Nashville operates KIPP Academy Nashville, KIPP Nashville College Prep, and KIPP Nashville Collegiate High School. The financial statements and footnotes in this report reflect the operations of KIPP Nashville Collegiate High School as of June 30, 2014.

Basic Financial Statements

School-wide financial statements

The school-wide financial statements focus on the sustainability of the School as an entity and the change in the School's net position resulting from the current year's activities. In the school-wide statement of net position, amounts are reported on a full accrual, economic resources basis, which recognizes all long-term assets and receivables as well as any long-term debt and obligations. The statement of net position presents the financial condition of the School at year-end.

When applicable, the School's net position is reported in three categories - net investment in capital assets; restricted net position; and unrestricted net position. When both restricted and unrestricted resources are available for use, it is the School's policy to use restricted resources first, and then unrestricted resources as they are needed. The School does not allocate indirect costs between functions.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The school-wide statement of activities reports both the gross and net cost of the School's functions. The functions are also supported by general government revenues. The statement of activities reduces gross expenses by related function revenues, including operating grants and contributions and capital grants and contributions. Program revenues must be directly associated with the function. The net costs by function are normally covered by general revenue.

Fund financial statements

The financial transactions of the School are reported in individual funds in the fund financial statements. Each fund is accounted for by providing a separate set of self-balancing accounts that comprise its assets, liabilities, deferred outflows or inflows of resources (when applicable), fund balance, revenues and expenditures.

The emphasis in fund financial statements is on the major funds. Nonmajor funds by category are summarized in a single column. Governmental Accounting Standards Board (GASB) Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis for State and Local Governments*, sets forth minimum criteria for the determination of major funds. The School reports the following major governmental fund, as of June 30, 2014:

The General Purpose School Fund is the School's operating fund. It accounts for all financial resources of the School, except those required to be accounted for in another fund. The School did not have any such requirements at June 30, 2014.

The focus of the governmental funds is upon the determination of financial resources, their balance, sources and use, rather than upon net income. The School classifies governmental fund balances as nonspendable, restricted, committed, assigned and unassigned based on the level of constraints on the fund balances. When an expenditure is incurred in which both restricted and unrestricted funds are available for use, it is the School's policy to spend restricted funds first, then unrestricted funds. When an expenditure has been incurred for purposes in which multiple categories of unrestricted funds are available, it is the School's policy to spend funds in the following order: committed, then assigned, and lastly unassigned funds. The classifications of fund balances are defined as follows:

Nonspendable - This classification consists of fund balances that cannot be spent because they are either not in spendable form, for example, noncash amounts that are not expected to be converted to cash, or the funds are legally or contractually required to be maintained intact.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Restricted - This classification consists of fund balances with external constraints on use imposed by creditors (such as through debt covenants), contributors or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.

Committed - This classification consists of fund balances that can only be used for specific purposes established by formal action of the School's Board of Directors, its highest level of decision making authority. Such commitments should include contractual obligations of fund assets. Fund balance commitments can only be removed by the same process of the same body employed to previously commit those amounts.

Assigned - This classification consists of all fund balances that are not in the General Purpose School Fund or classified as nonspendable, restricted or committed. In addition, General Purpose School Fund balances that the School intends to use for specific purposes are also classified as assigned. The School gives the authority to assign amounts to specific purposes to the School's chief finance officer and personnel under the supervision of the chief finance officer tasked with financial recording responsibilities.

Unassigned - This classification consists of all fund balances in the General Purpose School Fund that are not reported as nonspendable, restricted, committed or assigned.

Basis of Accounting

The School's financial statements have been prepared in conformity with accounting principles generally accepted in the United States of America as prescribed by the GASB.

The School is considered a special purpose governmental entity engaged in governmental type activities and is not a component unit of another governmental entity. Therefore, the financial statements are prepared in the same manner as general purpose governments.

The School's basic financial statements include both school-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). The School's primary activities are all considered to be governmental activities and are classified as such in the school-wide and fund financial statements.

The school-wide financial statements have been prepared on the accrual basis of accounting. Under the accrual basis, revenues are recognized when earned and expenses are recognized when incurred.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

The governmental funds financial statements are presented on the modified accrual basis of accounting. Revenues under the modified accrual basis are recognized when measurable and available and expenditures are recognized when the related liability is incurred. "Available" means collectible within the current period or within 60 days after the end of the year.

Since the governmental funds financial statements are presented on a different basis than the school-wide financial statements, reconciliation is provided immediately following each fund statement. These reconciliations briefly explain the adjustments necessary to transform the fund financial statements into the school-wide financial statements.

Allocations

The School is a part of the KIPP Nashville network of schools. KIPP Nashville maintains a regional office for support of the schools. Certain activities, including fundraising and administration are conducted centrally by the regional office. Accordingly, revenues, expenses, assets and liabilities associated with the central activities are allocated to the schools for financial reporting purposes. All financial transactions and balances directly related to a school are recorded directly by that school. Financial transactions and balances of the regional office are allocated to the schools using the following methodology:

- Cash transfers are made to fund any unrestricted operating deficits and growth needs
- Revenues from fundraising and grant activities are allocated based primarily on enrollment
- Expenses of shared services and administration are allocated based primarily on enrollment
- Capital assets of shared services are allocated primarily to KIPP Academy Nashville.

Cash and Cash Equivalents

The School considers deposits that can be redeemed on demand and investments that have original maturities of less than three months, when purchased, to be cash equivalents.

Receivables

Receivables represent amounts due from contributors, grants or other funding which have been approved but not received. All receivables are reported at estimated collectible amounts. Receivables that will not be collected within the available period have been reported as unavailable revenues in the governmental funds financial statements.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Capital Assets and Work In Progress

Property and equipment are recorded at acquisition cost, if purchased, or the fair value on the date received, if donated. The cost of routine maintenance and repairs is expensed as incurred. Expenditures, which materially extend the economic lives, change capacities or improve the efficiency of the related assets are capitalized. Upon sale or retirement, the cost and related accumulated depreciation are removed from the respective accounts, and the resulting gain or loss, if any, is included in the statement of activities. Depreciation is provided using the straight-line method over the estimated useful lives of the assets, ranging from three to seven years, or over the term of the lease for leasehold improvements, if less. The School follows the practice of capitalizing all expenditures for property and equipment items over \$1,000.

Work in progress represents long term assets not yet placed into service. When a project is completed and placed into service, the work in progress is removed and is recorded as a depreciable asset.

In the fund financial statements, capital assets used in governmental fund operations are accounted for as capital expenditures of the respective governmental fund upon acquisition.

Income Taxes

The School is a not-for-profit school that is exempt from federal income taxes under the Internal Revenue Code, classified by the Internal Revenue Service as other than a private foundation and is similarly exempt from state income taxes. The School accounts for the effect of any uncertain tax positions based on a more likely than not threshold to the recognition of the tax positions being sustained based on the technical merits of the position under examination by the applicable taxing authority. If a tax position or positions are deemed to result in uncertainties of those positions, the unrecognized tax benefit is estimated based on a cumulative probability assessment that aggregates the estimated tax liability for all uncertain tax positions. Tax positions for the School include, but are not limited to, the tax-exempt status and determination of whether income is subject to unrelated business income tax; however, the School has determined that such tax positions do not result in an uncertainty requiring recognition.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

A. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - Continued

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Fair Value of Financial Instruments

The carrying value of cash and cash equivalents, receivables, accounts payable and accrued liabilities approximate fair value because of the short maturity of these instruments.

B. DEPOSITS AND INVESTMENTS

The School does not have formal deposit policies that address its exposure to custodial credit risk. The School regularly maintains deposits in excess of FDIC coverage. The School's financial institution is a member of the Tennessee Bank Collateral Pool, which helps the School to mitigate custodial credit risk.

KIPP Nashville operates a pooled-cash management program for the benefit of its schools, including the School. Cash balances reported within the accompanying financial statements represent the School's portion of the pooled-cash program, resulting from its operation. Also included in KIPP Academy Nashville's cash balances are amounts received from central fundraising activities which have not been transferred or utilized by other schools. KIPP Academy Nashville, as the first school in KIPP Nashville's network, holds these funds for operational needs and future development.

KIPP Nashville management under the direction of the Board of Directors, and within limits of grant agreements or donor restrictions, may make transfers among the schools as necessary to fund operations and growth.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

C. WORK IN PROGRESS

At June 30, 2014, the School had \$207,905 in work in progress relating to various technology assets, instructional equipment, office equipment and classroom furniture. These assets were not placed in service at June 30, 2014; accordingly no depreciation expense was recorded during the period.

There is no significant estimate to complete any projects in process at June 30, 2014.

D. LINE-OF-CREDIT

KIPP Nashville has a \$1,050,000 line-of-credit agreement with a financial institution. The line-of-credit bears interest at a variable rate of the financial institution's index rate and expires in March 2015. As of June 30, 2014, no amounts were outstanding under the agreement.

E. LEASE ARRANGEMENTS

The School's facilities for fiscal year 2015 operations will be provided under a lease arrangement with the Metropolitan Nashville Board of Public Education and Metropolitan Government of Nashville and Davidson County. The lease is for a period of 10 years, ending on June 30, 2024. The lease includes building operations and interior and exterior support services. The lease arrangement requires the School to pay rent in monthly installments. The lease also requires the School to pay for certain operating services. Under the terms of the lease, minimum required lease payments are as follows:

<u>Year Ending June 30,</u>	
2015	\$ 328,436
2016	440,225
2017	494,311
2018	509,140
2019	524,415
2020 - 2024	<u>2,923,397</u>
	<u>\$5,219,924</u>

Both KIPP Nashville Collegiate High School and KIPP Academy Nashville will occupy the space provided under this lease arrangement. The School will be responsible for its portion of the rental payments based on the square footage it occupies.

KIPP NASHVILLE COLLEGIATE HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
FOR THE PERIOD APRIL 11, 2014 (INCEPTION) THROUGH JUNE 30, 2014

F. RELATED PARTY TRANSACTIONS

KIPP Foundation has the authority to appoint a member to the Board of Directors. This member is empowered to veto the actions of the other members of the Board.

The School pays a licensing fee to KIPP Foundation equal to 1% of state and local per-pupil funding received. The agreement is for automatically renewable one-year terms. Total license fees incurred for the year ended June 30, 2014, were \$32,641.

During the period ended June 30, 2014, KIPP Nashville operated a regional office for the management of KIPP Academy Nashville and KIPP Nashville College Preparatory Middle School and was in the process of developing the School, to be opened in fiscal year 2015. Certain funds are maintained by KIPP Academy Nashville and are transferred as needed to the other schools.

All assets, liabilities, net assets, revenues and expenses recorded on the regional office general ledger have been allocated to the various schools in operation and those in process of being opened in fiscal year 2015. Amounts allocated to KIPP Nashville Collegiate High School are included therein.

G. COMMITMENTS, CONTINGENCIES AND RISK MANAGEMENT

The School may become subject to various claims and legal actions, which arise in the ordinary course of business. In the opinion of management, no such claims existed that would have a material, adverse effect on the school's financial position or results of operations, as of the date of these financials.

The School is exposed to various risk of loss relating to torts, theft of, damage to, and destruction of assets; errors or commissions; illness or injuries to employees; and natural disasters. The School carries insurance for certain risks of loss.

OTHER INFORMATION



Independent Auditor's Report on Internal Control Over
Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in
Accordance with *Government Auditing Standards*

To the Board of Directors
KIPP Nashville
Nashville, Tennessee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of KIPP Nashville Collegiate High School (the "School") as of and for the year ended June 30, 2014, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 25, 2014.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.



To the Board of Directors
KIPP Nashville

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Crosslin & Associates, P.C.

Nashville, Tennessee
November 25, 2014

KIPP Nashville
Statement of Financial Position
as of January 31, 2015 and 2014

	January 31, 2015	January 31, 2014	\$ Chg	% Chg
Assets				
Current Assets				
Cash and Cash Equivalents				
Pinnacle-Restricted-#2674	\$59,694.39	\$62,917.22	(\$3,222.83)	(5.12)%
Horizon 300 Acct #0654	\$0.00	\$407,549.21	(\$407,549.21)	(100.00)%
Pinnacle CD Acct # 3934	\$123,176.76	\$572,000.00	(\$448,823.24)	(78.47)%
RaymondJamesInv-Wyont Sch #607	\$156,381.14	\$137,295.92	\$19,085.22	13.90%
Pinnacle ICS MM #3718	\$2,744,278.46	\$2,828,342.09	(\$84,063.63)	(2.97)%
Pinnacle ICS #4726	\$2,304,234.39	\$0.00	\$2,304,234.39	0.00%
Pinnacle Acct #5846638	\$916.22	\$0.00	\$916.22	0.00%
Total Cash and Cash Equivalents	\$5,388,681.36	\$4,008,104.44	\$1,380,576.92	34.44%
Accounts Receivable				
Pledges Receivable	\$1,417,837.01	\$59,973.00	\$1,357,864.01	2,264.13%
Other Accounts Receivable	\$21,515.79	\$20,950.45	\$565.34	2.70%
Total Accounts Receivable	\$1,439,352.80	\$80,923.45	\$1,358,429.35	1,678.66%
Grants Receivable				
Grants Receivable	\$485,172.32	\$308,028.53	\$177,143.79	57.51%
Total Grants Receivable	\$485,172.32	\$308,028.53	\$177,143.79	57.51%
Other Current Assets				
Prepaid Insurance	\$18,288.28	\$4,850.54	\$13,437.74	277.04%
Prepaid Expenses- Other	\$91,160.50	\$69,820.37	\$21,340.13	30.56%
Total Other Current Assets	\$109,448.78	\$74,670.91	\$34,777.87	46.57%
Total Current Assets	\$7,422,655.26	\$4,471,727.33	\$2,950,927.93	65.99%
Fixed Assets				
Classroom				
Furniture	\$276,667.07	\$149,989.37	\$126,677.70	84.46%
Instructional Computer/Hardware	\$572,589.13	\$291,300.02	\$281,289.11	96.56%
Instructional Software	\$22,613.96	\$20,627.96	\$1,986.00	9.63%
Library	\$64,337.59	\$64,337.59	\$0.00	0.00%
Textbooks	\$113,240.74	\$113,240.74	\$0.00	0.00%
Instructional Equipment	\$259,392.11	\$118,702.56	\$140,689.55	118.52%
Athletic Equipment	\$5,750.24	\$5,750.24	\$0.00	0.00%
Total Classrooms	\$1,314,590.84	\$763,948.48	\$550,642.36	72.08%
Administrative				
Office Equipment	\$268,417.15	\$103,462.03	\$164,955.12	159.44%
Office Furniture	\$29,513.91	\$16,256.14	\$13,257.77	81.56%
Office Computers/Hardware	\$91,181.60	\$78,254.49	\$12,927.11	16.52%
Office Software	\$23,063.34	\$20,341.69	\$2,721.65	13.38%
Maintenance Equipment	\$86,669.14	\$6,487.93	\$80,181.21	1,235.85%
Total Administrative	\$498,845.14	\$224,802.28	\$274,042.86	121.90%

KIPP Nashville
Statement of Financial Position
as of January 31, 2015 and 2014

	January 31, 2015	January 31, 2014	\$ Chg	% Chg
Transportation				
School Buses	\$326,739.82	\$326,739.82	\$0.00	0.00%
Total Transportation	\$326,739.82	\$326,739.82	\$0.00	0.00%
Accumulated Depreciation				
Accumulated Depreciation	(\$1,036,760.99)	(\$802,786.62)	(\$233,974.37)	(29.15)%
Total Accumulated Depreciation	(\$1,036,760.99)	(\$802,786.62)	(\$233,974.37)	(29.15)%
Other				
Website Development, Net Amortization	\$991.84	\$4,958.44	(\$3,966.60)	(80.00)%
Total Other	\$991.84	\$4,958.44	(\$3,966.60)	(80.00)%
Total Fixed Assets	\$1,104,406.65	\$517,662.40	\$586,744.25	113.35%
Total Assets	\$8,527,061.91	\$4,989,389.73	\$3,537,672.18	70.90%
Liabilities and Net Assets				
Liabilities				
Accounts Payable				
Accounts Payable	\$179,890.08	\$15,856.14	\$164,033.94	(1,034.51)%
Total Accounts Payable	\$179,890.08	\$15,856.14	\$164,033.94	(1,034.51)%
Credit Cards				
Credit Cards	\$3,314.66	\$70.58	\$3,244.08	(4,596.32)%
Total Credit Cards	\$3,314.66	\$70.58	\$3,244.08	(4,596.32)%
Current Liabilities				
Accrued 1% Kipp Foundation Fee	\$72,514.37	\$47,844.16	\$24,670.21	(51.56)%
Accrued Payroll	\$78,494.38	\$49,567.82	\$28,926.56	(58.36)%
Accrued PR Taxes	\$6,083.16	\$4,075.37	\$2,007.79	(49.27)%
Accrued Payroll Liabilities	\$2,252.82	\$6,010.21	(\$3,757.39)	62.52%
Accrued Expenses-Other	\$8,175.50	\$9,645.00	(\$1,469.50)	15.24%
Total Current Liabilities	\$167,520.23	\$117,142.56	\$50,377.67	(43.01)%
Other Current Liabilities				
EE Retirement Payable	(\$920.27)	(\$131.26)	(\$789.01)	601.10%
Deferred Revenue	\$1,535,824.51	\$540,526.31	\$995,298.20	(184.14)%
Total Other Current Liabilities	\$1,534,904.24	\$540,395.05	\$994,509.19	(184.03)%
Long Term Liabilities				
CSGF Loan	\$350,632.23	\$0.00	\$350,632.23	0.00%
Total Long Term Liabilities	\$350,632.23	\$0.00	\$350,632.23	0.00%
Total Liabilities	\$2,236,261.44	\$673,464.33	\$1,562,797.11	(232.05)%
Net Assets				
Net Assets				
Net Assets	\$6,290,800.47	\$4,315,925.40	\$1,974,875.07	45.76%
Total Net Assets	\$6,290,800.47	\$4,315,925.40	\$1,974,875.07	45.76%
Total Net Assets	\$6,290,800.47	\$4,315,925.40	\$1,974,875.07	45.76%
Total Liabilities and Net Assets	\$8,527,061.91	\$4,989,389.73	\$3,537,672.18	(70.90)%

KIPP Nashville
Statement of Financial Position
as of January 31, 2015 and 2014

	January 31, 2015	January 31, 2014	\$ Chg	% Chg
BEGINNING BALANCE WITH CURRENT YEAR ADJUSTMENTS	\$5,299,410.72	\$3,228,472.06	\$2,070,938.66	64.15%
NET SURPLUS/(DEFICIT)	\$991,389.75	\$1,087,453.34	(\$96,063.59)	(8.83)%
ENDING NET ASSETS	\$6,290,800.47	\$4,315,925.40	\$1,974,875.07	45.76%

KIPP Nashville
Statement of Activities - by Division
For the Seven Months Ended January 31, 2015

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Revenues										
Revenues										
State & Local Revenue	0	314,592	160,008	90,400	565,000	0	1,907,147	984,281	553,745	3,445,173
Federal Revenue	0	173,547	197,710	181,726	552,982	37,475	240,095	247,218	267,177	791,965
Fundraising	136,220	0	0	0	136,220	1,353,594	0	0	0	1,353,594
Other Revenue	46,621	6,535	3,278	2,490	58,924	298,249	48,134	17,531	18,530	382,444
Total Revenues	182,841	494,674	360,996	274,616	1,313,126	1,689,318	2,195,376	1,249,030	839,452	5,973,176
Total Revenues										
182,841 494,674 360,996 274,616 1,313,126 1,689,318 2,195,376 1,249,030 839,452 5,973,176										
Expenses										
Personnel										
Teachers	0	87,694	35,534	38,045	161,274	0	629,532	287,024	275,034	1,191,591
Administrative	49,058	24,389	15,870	20,072	109,389	335,655	171,933	106,610	160,798	774,997
Support - Salaried	43,543	11,910	12,970	3,385	71,807	301,384	87,549	70,641	29,231	488,804
Contracted Support	908	1,361	0	0	2,269	6,519	5,944	700	953	14,116
Part-Time Instructor	0	1,354	0	0	1,354	0	6,708	1,000	2,000	9,708
Benefits	41,438	51,360	22,781	22,259	137,838	218,384	271,029	127,649	120,353	737,415
Total Personnel	134,947	178,068	87,155	83,761	483,930	861,942	1,172,695	593,625	588,368	3,216,630
Other Expense Categories										
Direct Student Expenses	10,643	8,268	5,004	2,027	25,942	24,478	105,010	66,586	40,569	236,644
Transportation	0	6,051	3,746	0	9,797	0	37,106	24,311	1,027	62,445
Technology	5,451	5,143	2,964	2,800	16,358	36,831	41,191	25,010	33,819	136,852
Administration	(4,844)	22,095	11,632	1,445	30,328	98,412	286,748	202,705	125,862	713,727
Facilities	1,797	24,080	24,860	9,744	60,481	16,239	166,460	197,584	62,111	442,393
Depreciation & Amortization	9,309	8,606	3,029	2,727	23,671	63,954	64,452	19,487	19,012	166,905
Total	22,356	74,244	51,235	18,742	166,577	239,914	700,967	535,683	282,400	1,758,964
Total Expenses	157,303	252,311	138,390	102,503	650,507	1,101,856	1,873,662	1,129,308	870,769	4,975,595

KIPP Nashville
Statement of Activities - by Division
For the Seven Months Ended January 31, 2015

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Gains & (Losses) - Realized & Unrealized										
Unrealized - Gain / (Loss)										
Unrealized - Gain / (Loss)	0	0	0	0	0	(6,191)	0	0	0	(6,191)
Total Gain / (Loss) - Unrealized	0	0	0	0	0	(6,191)	0	0	0	(6,191)
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0	0	(6,191)	0	0	0	(6,191)
 NET SURPLUS/(DEFICIT)	 25,538	 242,363	 222,606	 172,112	 662,619	 581,270	 321,714	 119,722	 (31,316)	 991,390

KIPP Nashville
Statement of Activities - Combined (FC)
For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	565,000	550,086	14,914	(2.6)%	3,445,173	3,300,517	144,656	(4.2)%	5,500,861	62.6%	2,055,688
Federal Revenue	552,982	68,896	484,087	(87.5)%	791,965	576,350	215,616	(27.2)%	986,684	80.3%	194,719
Fundraising	136,220	100,458	35,763	(26.3)%	1,353,594	646,955	706,638	(52.2)%	1,124,944	120.3%	(228,650)
Other Revenue	58,924	59,908	(984)	1.7%	382,444	362,238	20,206	(5.3)%	605,664	63.1%	223,220
Total Revenues	1,313,126	779,347	533,779	(40.6)%	5,973,176	4,886,060	1,087,116	(18.2)%	8,218,153	72.7%	2,244,977
Total Revenues	1,313,126	779,347	533,779	(40.6)%	5,973,176	4,886,060	1,087,116	(18.2)%	8,218,153	72.7%	2,244,977
Expenses											
Personnel											
Teachers	161,274	180,846	19,573	(12.1)%	1,191,591	1,234,093	42,503	(3.6)%	2,172,238	54.9%	980,647
Administrative	109,389	118,176	8,787	(8.0)%	774,997	808,899	33,903	(4.4)%	1,381,447	56.1%	606,450
Support - Salaried	71,807	65,973	(5,834)	8.1%	488,804	466,231	(22,573)	4.6%	823,221	59.4%	334,417
Contracted Support	2,269	0	(2,269)	100.0%	14,116	0	(14,116)	100.0%	0	0.0%	(14,116)
Part-Time Instructor	1,354	515	(839)	62.0%	9,708	3,605	(6,103)	62.9%	6,180	157.1%	(3,528)
Benefits	137,838	107,723	(30,115)	21.8%	737,415	845,194	107,779	(14.6)%	1,466,263	50.3%	728,848
Total Personnel	483,930	473,233	(10,697)	2.2%	3,216,630	3,358,022	141,392	(4.4)%	5,849,349	55.0%	2,632,719
Other Expense Categories											
Direct Student Expenses	25,942	35,222	9,280	(35.8)%	236,644	307,599	70,956	(30.0)%	494,520	47.9%	257,876
Transportation	9,797	12,912	3,116	(31.8)%	62,445	78,936	16,492	(26.4)%	136,338	45.8%	73,893
Technology	16,358	20,845	4,487	(27.4)%	136,852	138,723	1,872	(1.4)%	235,757	58.0%	98,905
Administration	30,328	120,673	90,344	(297.9)%	713,727	743,331	29,604	(4.1)%	1,235,742	57.8%	522,015
Facilities	60,481	65,233	4,753	(7.9)%	442,393	442,256	(137)	0.0%	768,732	57.5%	326,339
Depreciation & Amortization	23,671	21,082	(2,589)	10.9%	166,905	147,573	(19,332)	11.6%	252,982	66.0%	86,077
Total	166,577	275,967	109,391	(65.7)%	1,758,964	1,858,419	99,455	(5.7)%	3,124,071	56.3%	1,365,107
Total Expenses	650,507	749,201	98,694	(15.2)%	4,975,595	5,216,441	240,847	(4.8)%	8,973,420	55.4%	3,997,825

KIPP Nashville
Statement of Activities - Combined (FC)
For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	662,619	30,147	632,473	(95.5)%	991,390	(330,382)	1,321,772	(133.3)%	(755,267)	(131.3)%	(1,746,657)

KIPP Nashville
Statement of Activities - Support Services (FC)

For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
Federal Revenue	0	0	0	0.0%	37,475	72,157	(34,682)	92.5%	131,194	28.6%	93,719
Fundraising	136,220	100,458	35,763	(26.3)%	1,353,594	646,955	706,638	(52.2)%	1,124,944	120.3%	(228,650)
Other Revenue	46,621	45,739	882	(1.9)%	298,249	278,170	20,079	(6.7)%	462,925	64.4%	164,676
Total Revenues	182,841	146,197	36,644	(20.0)%	1,689,318	997,282	692,036	(41.0)%	1,719,063	98.3%	29,745
Total Revenues	182,841	146,197	36,644	(20.0)%	1,689,318	997,282	692,036	(41.0)%	1,719,063	98.3%	29,745
Expenses											
Personnel											
Administrative	49,058	58,248	9,190	(18.7)%	335,655	381,846	46,191	(13.8)%	647,197	51.9%	311,542
Support - Salaried	43,543	45,411	1,867	(4.3)%	301,384	319,875	18,491	(6.1)%	571,634	52.7%	270,250
Contracted Support	908	0	(908)	100.0%	6,519	0	(6,519)	100.0%	0	0.0%	(6,519)
Benefits	41,438	21,698	(19,740)	47.6%	218,384	243,021	24,637	(11.3)%	433,966	50.3%	215,582
Total Personnel	134,947	125,357	(9,590)	7.1%	861,942	944,742	82,800	(9.6)%	1,652,797	52.2%	790,855
Other Expense Categories											
Direct Student Expenses	10,643	3,450	(7,193)	67.6%	24,478	25,700	1,222	(5.0)%	44,500	55.0%	20,022
Technology	5,451	5,095	(356)	6.5%	36,831	35,662	(1,170)	3.2%	61,134	60.2%	24,303
Administration	(4,844)	32,312	37,156	(767.0)%	98,412	134,473	36,061	(36.6)%	222,676	44.2%	124,264
Facilities	1,797	2,558	761	(42.3)%	16,239	17,802	1,563	(9.6)%	30,900	52.6%	14,661
Depreciation & Amortization	9,309	1,766	(7,543)	81.0%	63,954	12,361	(51,593)	80.7%	21,190	301.8%	(42,764)
Total	22,356	45,180	22,824	(102.1)%	239,914	225,997	(13,917)	5.8%	380,400	63.1%	140,486
Total Expenses	157,303	170,537	13,234	(8.4)%	1,101,856	1,170,739	68,883	(6.3)%	2,033,197	54.2%	931,341
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	25,538	(24,340)	49,878	(195.3)%	581,270	(173,458)	754,728	(129.8)%	(314,134)	(185.0)%	(895,404)

KIPP Nashville
Statement of Activities - KAN (FC)
For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	314,592	301,150	13,442	(4.3)%	1,907,147	1,806,899	100,247	(5.3)%	3,011,499	63.3%	1,104,352
Federal Revenue	173,547	37,235	136,312	(78.5)%	240,095	111,706	128,390	(53.5)%	186,176	129.0%	(53,919)
Other Revenue	6,535	7,570	(1,035)	15.8%	48,134	45,417	2,717	(5.6)%	75,695	63.6%	27,561
Total Revenues	494,674	345,955	148,719	(30.1)%	2,195,376	1,964,022	231,354	(10.5)%	3,273,370	67.1%	1,077,994
Total Revenues	494,674	345,955	148,719	(30.1)%	2,195,376	1,964,022	231,354	(10.5)%	3,273,370	67.1%	1,077,994
Expenses											
Personnel											
Teachers	87,694	89,455	1,761	(2.0)%	629,532	642,286	12,754	(2.0)%	1,105,663	56.9%	476,131
Administrative	24,389	24,895	505	(2.1)%	171,933	177,352	5,419	(3.2)%	304,914	56.4%	132,981
Support - Salaried	11,910	9,762	(2,148)	18.0%	87,549	69,348	(18,201)	20.8%	119,172	73.5%	31,623
Contracted Support	1,361	0	(1,361)	100.0%	5,944	0	(5,944)	100.0%	0	0.0%	(5,944)
Part-Time Instructor	1,354	515	(839)	62.0%	6,708	3,605	(3,103)	46.3%	6,180	108.5%	(528)
Benefits	51,360	42,432	(8,928)	17.4%	271,029	297,022	25,993	(9.6)%	509,180	53.2%	238,151
Total Personnel	178,068	167,058	(11,010)	6.2%	1,172,695	1,189,613	16,918	(1.4)%	2,045,109	57.3%	872,414
Other Expense Categories											
Direct Student Expenses	8,268	14,142	5,874	(71.1)%	105,010	138,088	33,079	(31.5)%	229,353	45.8%	124,343
Transportation	6,051	6,669	618	(10.2)%	37,106	40,524	3,418	(9.2)%	71,350	52.0%	34,244
Technology	5,143	6,365	1,222	(23.8)%	41,191	42,730	1,539	(3.7)%	72,730	56.6%	31,539
Administration	22,095	44,624	22,528	(102.0)%	286,748	303,210	16,462	(5.7)%	506,537	56.6%	219,789
Facilities	24,080	24,334	254	(1.1)%	166,460	170,338	3,878	(2.3)%	292,008	57.0%	125,548
Depreciation & Amortization	8,606	8,385	(222)	2.6%	64,452	58,692	(5,761)	8.9%	100,614	64.1%	36,162
Total	74,244	104,518	30,274	(40.8)%	700,967	753,581	52,615	(7.5)%	1,272,592	55.1%	571,625
Total Expenses	252,311	271,576	19,264	(7.6)%	1,873,662	1,943,194	69,532	(3.7)%	3,317,701	56.5%	1,444,039
NET SURPLUS/(DEFICIT)	242,363	74,379	167,984	(69.3)%	321,714	20,828	300,886	(93.5)%	(44,331)	(725.7)%	(366,045)

KIPP Nashville
Statement of Activities - KNCP (FC)
For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	160,008	162,100	(2,092)	1.3%	984,281	972,597	11,684	(1.2)%	1,620,995	60.7%	636,714
Federal Revenue	197,710	20,171	177,539	(89.8)%	247,218	191,018	56,200	(22.7)%	361,866	68.3%	114,648
Other Revenue	3,278	4,036	(758)	23.1%	17,531	24,217	(6,686)	38.1%	40,361	43.4%	22,830
Total Revenues	360,996	186,306	174,689	(48.4)%	1,249,030	1,187,832	61,198	(4.9)%	2,023,222	61.7%	774,192
Total Revenues	360,996	186,306	174,689	(48.4)%	1,249,030	1,187,832	61,198	(4.9)%	2,023,222	61.7%	774,192
Expenses											
Personnel											
Teachers	35,534	46,779	11,245	(31.6)%	287,024	335,875	48,850	(17.0)%	578,191	49.6%	291,167
Administrative	15,870	15,450	(420)	2.6%	106,610	109,618	3,008	(2.8)%	188,336	56.6%	81,726
Support - Salaried	12,970	7,468	(5,502)	42.4%	70,641	52,875	(17,766)	25.1%	90,815	77.8%	20,174
Contracted Support	0	0	0	0.0%	700	0	(700)	100.0%	0	0.0%	(700)
Part-Time Instructor	0	0	0	0.0%	1,000	0	(1,000)	100.0%	0	0.0%	(1,000)
Benefits	22,781	22,978	197	(0.9)%	127,649	160,845	33,195	(26.0)%	275,734	46.3%	148,085
Total Personnel	87,155	92,675	5,520	(6.3)%	593,625	659,212	65,587	(11.0)%	1,133,076	52.4%	539,451
Other Expense Categories											
Direct Student Expenses	5,004	10,981	5,977	(119.4)%	66,586	92,098	25,512	(38.3)%	146,585	45.4%	79,999
Transportation	3,746	3,454	(292)	7.8%	24,311	21,673	(2,639)	10.9%	37,088	65.6%	12,777
Technology	2,964	4,900	1,936	(65.3)%	25,010	31,589	6,578	(26.3)%	53,377	46.9%	28,367
Administration	11,632	26,008	14,375	(123.6)%	202,705	182,086	(20,619)	10.2%	301,334	67.3%	98,629
Facilities	24,860	29,532	4,673	(18.8)%	197,584	192,452	(5,132)	2.6%	340,114	58.1%	142,530
Depreciation & Amortization	3,029	5,404	2,375	(78.4)%	19,487	37,829	18,343	(94.1)%	64,850	30.0%	45,363
Total	51,235	80,279	29,044	(56.7)%	535,683	557,727	22,044	(4.1)%	943,348	56.8%	407,665
Total Expenses	138,390	172,954	34,564	(25.0)%	1,129,308	1,216,939	87,631	(7.8)%	2,076,424	54.4%	947,116
NET SURPLUS/(DEFICIT)	222,606	13,353	209,253	(94.0)%	119,722	(29,107)	148,829	(124.3)%	(53,202)	(225.0)%	(172,924)

KIPP Nashville
Statement of Activities - KNCHS (FC)
For the Seven Months Ended January 31, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	90,400	86,837	3,563	(3.9)%	553,745	521,020	32,725	(5.9)%	868,367	63.8%	314,622
Federal Revenue	181,726	11,490	170,236	(93.7)%	267,177	201,469	65,708	(24.6)%	307,448	86.9%	40,271
Other Revenue	2,490	2,563	(73)	2.9%	18,530	14,435	4,095	(22.1)%	26,683	69.4%	8,153
Total Revenues	274,616	100,890	173,726	(63.3)%	839,452	736,924	102,528	(12.2)%	1,202,498	69.8%	363,046
Total Revenues	274,616	100,890	173,726	(63.3)%	839,452	736,924	102,528	(12.2)%	1,202,498	69.8%	363,046
Expenses											
Personnel											
Teachers	38,045	44,612	6,567	(17.3)%	275,034	255,932	(19,102)	6.9%	488,384	56.3%	213,350
Administrative	20,072	19,583	(489)	2.4%	160,798	140,083	(20,715)	12.9%	241,000	66.7%	80,202
Support - Salaried	3,385	3,333	(51)	1.5%	29,231	24,133	(5,097)	17.4%	41,600	70.3%	12,369
Contracted Support	0	0	0	0.0%	953	0	(953)	100.0%	0	0.0%	(953)
Part-Time Instructor	0	0	0	0.0%	2,000	0	(2,000)	100.0%	0	0.0%	(2,000)
Benefits	22,259	20,615	(1,644)	7.4%	120,353	144,307	23,954	(19.9)%	247,383	48.7%	127,030
Total Personnel	83,761	88,144	4,383	(5.2)%	588,368	564,455	(23,913)	4.1%	1,018,367	57.8%	429,999
Other Expense Categories											
Direct Student Expenses	2,027	6,649	4,622	(228.0)%	40,569	51,713	11,143	(27.5)%	74,082	54.8%	33,513
Transportation	0	2,790	2,790	0.0%	1,027	16,740	15,713	(1,530.1)%	27,900	3.7%	26,873
Technology	2,800	4,485	1,685	(60.2)%	33,819	28,743	(5,076)	15.0%	48,516	69.7%	14,697
Administration	1,445	17,730	16,285	(1,127.1)%	125,862	123,562	(2,300)	1.8%	205,195	61.3%	79,333
Facilities	9,744	8,809	(935)	9.6%	62,111	61,664	(446)	0.7%	105,710	58.8%	43,599
Depreciation & Amortization	2,727	5,527	2,801	(102.7)%	19,012	38,691	19,679	(103.5)%	66,328	28.7%	47,316
Total	18,742	45,990	27,248	(145.4)%	282,400	321,114	38,713	(13.7)%	527,731	53.5%	245,331
Total Expenses	102,503	134,134	31,631	(30.9)%	870,769	885,569	14,800	(1.7)%	1,546,098	56.3%	675,329
NET SURPLUS/(DEFICIT)	172,112	(33,245)	205,357	(119.3)%	(31,316)	(148,645)	117,329	(374.7)%	(343,600)	9.1%	(312,284)

KIPP Nashville

Statement of Cash Flows

For the Month Ending January 31, 2015

	January
CASH FLOWS FROM OPERATING ACTIVITIES	
NET SURPLUS/(DEFICIT) FOR PERIOD	\$ 662,619.44
ADJUSTMENTS TO RECONCILE NET INCOME TO NET CASH	
PROVIDED (USED) BY OPERATING ACTIVITIES	
Increase in Pledges Receivable	(13,684.00)
Increase in Grants Receivable	(392,817.12)
Decrease in Prepaid Insurance	4,097.22
Decrease in Prepaid Expenses- Other	13,020.58
Decrease in Accumulated Depreciation	23,340.59
Decrease in Accumulated Amortization	330.55
Decrease in Accounts Payable	(44,905.25)
Decrease in Credit Cards	(2,490.83)
Increase in Accrued 1% Kipp Foundation Fee	5,650.00
Decrease in Payroll & Related Liabilities	(21,997.41)
Increase in Accrued Expenses-Other	1,580.50
Decrease in Deferred Revenue	(33,429.97)
Increase in Deferred Inflows of Resources	13,684.00
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	214,998.30
CASH FLOWS FROM INVESTING ACTIVITIES	
Instructional Computer/Hardware	(4,604.00)
Maintenance Equipment	(18,800.00)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	(23,404.00)
CASH FLOWS FROM FINANCING ACTIVITIES	
CSGF Loan	291.95
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	291.95
NET INCREASE/(DECREASE) IN CASH	\$ 191,886.25
CASH AND CASH EQUIVALENTS AS OF 1/1/2015	\$ 5,196,795.11
CASH AND CASH EQUIVALENTS AS OF 1/31/2015	\$ 5,388,681.36

Restricted for Management Use Only

KIPP Nashville
Statement of Financial Position
as of February 28, 2015 and 2014

	February 28, 2015	February 28, 2014	\$ Chg	% Chg
Assets				
Current Assets				
Cash and Cash Equivalents				
Pinnacle-Restricted-#2674	\$59,694.39	\$62,917.22	(\$3,222.83)	(5.12)%
Horizon 300 Acct #0654	\$211,131.28	\$613,384.79	(\$402,253.51)	(65.58)%
Pinnacle CD Acct # 3934	\$123,255.83	\$572,000.00	(\$448,744.17)	(78.45)%
RaymondJamesInv-Wyont Sch #607	\$156,381.14	\$141,849.16	\$14,531.98	10.24%
Pinnacle ICS MM #3718	\$2,745,331.19	\$2,829,779.00	(\$84,447.81)	(2.98)%
Pinnacle ICS #4726	\$2,017,394.16	\$0.00	\$2,017,394.16	0.00%
Pinnacle Acct #5846638	\$916.22	\$0.00	\$916.22	0.00%
Total Cash and Cash Equivalents	\$5,314,104.21	\$4,219,930.17	\$1,094,174.04	25.93%
Accounts Receivable				
Pledges Receivable	\$1,381,254.01	\$59,990.00	\$1,321,264.01	2,202.47%
Other Accounts Receivable	\$21,515.79	\$20,950.45	\$565.34	2.70%
Total Accounts Receivable	\$1,402,769.80	\$80,940.45	\$1,321,829.35	1,633.09%
Grants Receivable				
Grants Receivable	\$485,172.32	\$278,681.46	\$206,490.86	74.10%
Total Grants Receivable	\$485,172.32	\$278,681.46	\$206,490.86	74.10%
Other Current Assets				
Prepaid Insurance	\$14,191.06	\$4,715.35	\$9,475.71	200.95%
Prepaid Expenses- Other	\$82,371.76	\$49,004.24	\$33,367.52	68.09%
Prepaid Expenses - KNCP	\$167.80	\$0.00	\$167.80	0.00%
Prepaid Expenses - KANP	\$390.50	\$0.00	\$390.50	0.00%
Total Other Current Assets	\$97,121.12	\$53,719.59	\$43,401.53	80.79%
Total Current Assets	\$7,299,167.45	\$4,633,271.67	\$2,665,895.78	57.54%
Fixed Assets				
Classroom				
Furniture	\$276,667.07	\$149,989.37	\$126,677.70	84.46%
Instructional Computer/Hardware	\$572,589.13	\$291,300.02	\$281,289.11	96.56%
Instructional Software	\$22,613.96	\$20,627.96	\$1,986.00	9.63%
Library	\$64,337.59	\$64,337.59	\$0.00	0.00%
Textbooks	\$113,240.74	\$113,240.74	\$0.00	0.00%
Instructional Equipment	\$261,191.11	\$118,702.56	\$142,488.55	120.04%
Athletic Equipment	\$5,750.24	\$5,750.24	\$0.00	0.00%
Total Classrooms	\$1,316,389.84	\$763,948.48	\$552,441.36	72.31%
Administrative				
Office Equipment	\$268,417.15	\$103,462.03	\$164,955.12	159.44%
Office Furniture	\$29,513.91	\$16,256.14	\$13,257.77	81.56%
Office Computers/Hardware	\$91,181.60	\$78,254.49	\$12,927.11	16.52%
Office Software	\$23,063.34	\$20,341.69	\$2,721.65	13.38%
Maintenance Equipment	\$86,669.14	\$6,487.93	\$80,181.21	1,235.85%
Total Administrative	\$498,845.14	\$224,802.28	\$274,042.86	121.90%

KIPP Nashville
Statement of Financial Position
as of February 28, 2015 and 2014

	February 28, 2015	February 28, 2014	\$ Chg	% Chg
Transportation				
School Buses	\$326,739.82	\$326,739.82	\$0.00	0.00%
Total Transportation	\$326,739.82	\$326,739.82	\$0.00	0.00%
Accumulated Depreciation				
Accumulated Depreciation	(\$1,060,628.09)	(\$814,741.73)	(\$245,886.36)	(30.18)%
Total Accumulated Depreciation	(\$1,060,628.09)	(\$814,741.73)	(\$245,886.36)	(30.18)%
Other				
Website Development, Net Amortization	\$661.29	\$4,627.89	(\$3,966.60)	(85.71)%
Total Other	\$661.29	\$4,627.89	(\$3,966.60)	(85.71)%
Total Fixed Assets	\$1,082,008.00	\$505,376.74	\$576,631.26	114.10%
Total Assets	\$8,381,175.45	\$5,138,648.41	\$3,242,527.04	63.10%
Liabilities and Net Assets				
Liabilities				
Accounts Payable				
Accounts Payable	\$140,587.82	\$13,650.23	\$126,937.59	(929.93)%
Total Accounts Payable	\$140,587.82	\$13,650.23	\$126,937.59	(929.93)%
Credit Cards				
Credit Cards	\$12,081.84	\$2,442.20	\$9,639.64	(394.71)%
Total Credit Cards	\$12,081.84	\$2,442.20	\$9,639.64	(394.71)%
Current Liabilities				
Accrued 1% Kipp Foundation Fee	\$76,799.75	\$51,940.64	\$24,859.11	(47.86)%
Accrued Payroll	\$78,936.27	\$49,567.82	\$29,368.45	(59.25)%
Accrued PR Taxes	\$6,187.56	\$4,075.37	\$2,112.19	(51.83)%
Accrued Payroll Liabilities	\$3,269.47	\$7,306.59	(\$4,037.12)	55.25%
Accrued Expenses-Other	\$6,595.00	\$18,643.00	(\$12,048.00)	64.62%
Total Current Liabilities	\$171,788.05	\$131,533.42	\$40,254.63	(30.60)%
Other Current Liabilities				
EE Retirement Payable	(\$4,527.10)	(\$191.10)	(\$4,336.00)	2,268.97%
Deferred Revenue	\$1,564,307.60	\$527,953.61	\$1,036,353.99	(196.30)%
Total Other Current Liabilities	\$1,559,780.50	\$527,762.51	\$1,032,017.99	(195.55)%
Long Term Liabilities				
CSGF Loan	\$350,924.42	\$0.00	\$350,924.42	0.00%
Total Long Term Liabilities	\$350,924.42	\$0.00	\$350,924.42	0.00%
Total Liabilities	\$2,235,162.63	\$675,388.36	\$1,559,774.27	(230.94)%
Net Assets				
Net Assets				
Net Assets	\$6,146,012.82	\$4,463,260.05	\$1,682,752.77	37.70%
Total Net Assets	\$6,146,012.82	\$4,463,260.05	\$1,682,752.77	37.70%
Total Net Assets	\$6,146,012.82	\$4,463,260.05	\$1,682,752.77	37.70%
Total Liabilities and Net Assets	\$8,381,175.45	\$5,138,648.41	\$3,242,527.04	(63.10)%

KIPP Nashville
Statement of Financial Position
as of February 28, 2015 and 2014

	February 28, 2015	February 28, 2014	\$ Chg	% Chg
BEGINNING BALANCE WITH CURRENT YEAR ADJUSTMENTS	\$5,299,410.72	\$3,228,472.06	\$2,070,938.66	64.15%
NET SURPLUS/(DEFICIT)	\$846,602.10	\$1,234,787.99	(\$388,185.89)	(31.44)%
ENDING NET ASSETS	\$6,146,012.82	\$4,463,260.05	\$1,682,752.77	37.70%

KIPP Nashville
Statement of Activities - by Division
For the Eight Months Ended February 28, 2015

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Revenues										
Revenues										
State & Local Revenue	0	266,940	107,080	54,518	428,538	0	2,174,087	1,091,361	608,263	3,873,711
Federal Revenue	25,029	(3,736)	(33,343)	(865)	(12,916)	62,504	236,359	213,875	266,312	779,050
Fundraising	35,048	0	0	0	35,048	1,388,641	0	0	0	1,388,641
Other Revenue	35,593	6,766	3,164	2,961	48,483	333,842	54,900	20,695	21,491	430,927
Total Revenues	95,669	269,969	76,901	56,613	499,153	1,784,987	2,465,345	1,325,931	896,066	6,472,329
Total Revenues	95,669	269,969	76,901	56,613	499,153	1,784,987	2,465,345	1,325,931	896,066	6,472,329
Expenses										
Personnel										
Teachers	4,308	79,722	32,842	37,920	154,792	4,308	709,255	319,867	312,954	1,346,383
Administrative	43,533	22,172	14,427	20,581	100,713	379,188	194,105	121,037	181,379	875,710
Support - Salaried	37,853	10,514	10,864	3,077	62,307	339,237	98,063	81,505	32,308	551,112
Contracted Support	3,808	1,111	0	165	5,084	10,327	7,056	700	1,118	19,200
Part-Time Instructor	0	1,231	750	0	1,981	0	7,938	1,750	2,000	11,688
Benefits	36,837	38,075	20,728	19,225	114,865	255,221	309,104	148,378	139,578	852,281
Total Personnel	126,338	152,825	79,611	80,968	439,742	988,280	1,325,520	673,236	669,336	3,656,373
Other Expense Categories										
Direct Student Expenses	3,203	4,078	3,933	1,624	12,839	27,682	109,088	70,520	42,193	249,483
Transportation	0	3,113	1,179	616	4,908	0	40,219	25,490	1,643	67,353
Technology	5,259	5,144	2,967	2,802	16,172	42,090	46,335	27,977	36,622	153,024
Administration	4,494	31,999	20,874	27,281	84,648	102,906	318,747	223,579	153,143	798,375
Facilities	1,797	23,589	27,427	8,620	61,433	18,036	190,049	225,011	70,731	503,826
Depreciation & Amortization	9,309	9,103	3,029	2,757	24,198	73,263	73,555	22,516	21,769	191,102
Total	24,062	77,025	59,410	43,701	204,198	263,976	777,992	595,093	326,101	1,963,162
Total Expenses	150,400	229,851	139,021	124,669	643,941	1,252,256	2,103,513	1,268,329	995,437	5,619,535

KIPP Nashville
Statement of Activities - by Division
For the Eight Months Ended February 28, 2015

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Gains & (Losses) - Realized & Unrealized										
Unrealized - Gain / (Loss)										
Unrealized - Gain / (Loss)	0	0	0	0	0	(6,191)	0	0	0	(6,191)
Total Gain / (Loss) - Unrealized	0	0	0	0	0	(6,191)	0	0	0	(6,191)
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0	0	(6,191)	0	0	0	(6,191)
 NET SURPLUS/(DEFICIT)	 (54,731)	 40,119	 (62,120)	 (68,055)	 (144,788)	 526,539	 361,833	 57,602	 (99,372)	 846,602

KIPP Nashville
Statement of Activities - Combined (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	428,538	550,086	(121,548)	28.4%	3,873,711	3,850,603	23,108	(0.6)%	5,500,861	70.4%	1,627,150
Federal Revenue	(12,916)	0	(12,916)	100.0%	779,050	576,350	202,700	(26.0)%	986,684	79.0%	207,634
Fundraising	35,048	100,458	(65,410)	186.6%	1,388,641	747,413	641,229	(46.2)%	1,124,944	123.4%	(263,697)
Other Revenue	48,483	59,770	(11,287)	23.3%	430,927	422,008	8,918	(2.1)%	605,664	71.1%	174,737
Total Revenues	499,153	710,314	(211,161)	42.3%	6,472,329	5,596,373	875,955	(13.5)%	8,218,153	78.8%	1,745,824
Total Revenues	499,153	710,314	(211,161)	42.3%	6,472,329	5,596,373	875,955	(13.5)%	8,218,153	78.8%	1,745,824
Expenses											
Personnel											
Teachers	154,792	194,412	39,620	(25.6)%	1,346,383	1,428,505	82,122	(6.1)%	2,172,238	62.0%	825,855
Administrative	100,713	121,198	20,485	(20.3)%	875,710	930,098	54,388	(6.2)%	1,381,447	63.4%	505,737
Support - Salaried	62,307	62,064	(243)	0.4%	551,112	528,295	(22,816)	4.1%	823,221	66.9%	272,109
Contracted Support	5,084	0	(5,084)	100.0%	19,200	0	(19,200)	100.0%	0	0.0%	(19,200)
Part-Time Instructor	1,981	515	(1,466)	74.0%	11,688	4,120	(7,568)	64.8%	6,180	189.1%	(5,508)
Benefits	114,865	129,421	14,556	(12.7)%	852,281	974,615	122,335	(14.4)%	1,466,263	58.1%	613,982
Total Personnel	439,742	507,611	67,868	(15.4)%	3,656,373	3,865,633	209,260	(5.7)%	5,849,349	62.5%	2,192,976
Other Expense Categories											
Direct Student Expenses	12,839	15,095	2,256	(17.6)%	249,483	322,694	73,212	(29.3)%	494,520	50.4%	245,037
Transportation	4,908	12,912	8,004	(163.1)%	67,353	91,849	24,496	(36.4)%	136,338	49.4%	68,985
Technology	16,172	20,845	4,673	(28.9)%	153,024	159,568	6,544	(4.3)%	235,757	64.9%	82,733
Administration	84,648	103,308	18,660	(22.0)%	798,375	846,639	48,264	(6.0)%	1,235,742	64.6%	437,367
Facilities	61,433	65,233	3,800	(6.2)%	503,826	507,489	3,663	(0.7)%	768,732	65.5%	264,906
Depreciation & Amortization	24,198	21,082	(3,116)	12.9%	191,102	168,655	(22,448)	11.7%	252,982	75.5%	61,880
Total	204,198	238,475	34,277	(16.8)%	1,963,162	2,096,894	133,732	(6.8)%	3,124,071	62.8%	1,160,909
Total Expenses	643,941	746,086	102,146	(15.9)%	5,619,535	5,962,528	342,992	(6.1)%	8,973,420	62.6%	3,353,885

KIPP Nashville
Statement of Activities - Combined (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	(144,788)	(35,773)	(109,015)	75.3%	846,602	(366,154)	1,212,756	(143.2)%	(755,267)	(112.1)%	(1,601,869)

KIPP Nashville
Statement of Activities - Support Services (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
Federal Revenue	25,029	0	25,029	(100.0)%	62,504	72,157	(9,653)	15.4%	131,194	47.6%	68,690
Fundraising	35,048	100,458	(65,410)	186.6%	1,388,641	747,413	641,229	(46.2)%	1,124,944	123.4%	(263,697)
Other Revenue	35,593	45,601	(10,008)	28.1%	333,842	323,771	10,071	(3.0)%	462,925	72.1%	129,083
Total Revenues	95,669	146,059	(50,389)	52.7%	1,784,987	1,143,340	641,647	(35.9)%	1,719,063	103.8%	(65,924)
Total Revenues	95,669	146,059	(50,389)	52.7%	1,784,987	1,143,340	641,647	(35.9)%	1,719,063	103.8%	(65,924)
Expenses											
Personnel											
Teachers	4,308	0	(4,308)	100.0%	4,308	0	(4,308)	100.0%	0	0.0%	(4,308)
Administrative	43,533	58,248	14,715	(33.8)%	379,188	440,094	60,906	(16.1)%	647,197	58.6%	268,009
Support - Salaried	37,853	40,534	2,682	(7.1)%	339,237	360,409	21,173	(6.2)%	571,634	59.3%	232,397
Contracted Support	3,808	0	(3,808)	100.0%	10,327	0	(10,327)	100.0%	0	0.0%	(10,327)
Benefits	36,837	43,397	6,560	(17.8)%	255,221	286,418	31,196	(12.2)%	433,966	58.8%	178,745
Total Personnel	126,338	142,179	15,841	(12.5)%	988,280	1,086,921	98,641	(10.0)%	1,652,797	59.8%	664,517
Other Expense Categories											
Direct Student Expenses	3,203	3,450	247	(7.7)%	27,682	29,150	1,468	(5.3)%	44,500	62.2%	16,818
Technology	5,259	5,095	(164)	3.1%	42,090	40,756	(1,334)	3.2%	61,134	68.8%	19,044
Administration	4,494	27,877	23,383	(520.3)%	102,906	162,350	59,445	(57.8)%	222,676	46.2%	119,770
Facilities	1,797	2,558	761	(42.3)%	18,036	20,360	2,324	(12.9)%	30,900	58.4%	12,864
Depreciation & Amortization	9,309	1,766	(7,543)	81.0%	73,263	14,127	(59,137)	80.7%	21,190	345.7%	(52,073)
Total	24,062	40,746	16,683	(69.3)%	263,976	266,743	2,766	(1.0)%	380,400	69.4%	116,424
Total Expenses	150,400	182,924	32,524	(21.6)%	1,252,256	1,353,664	101,407	(8.1)%	2,033,197	61.6%	780,941
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	0	0	0	0.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	(54,731)	(36,866)	(17,865)	32.6%	526,539	(210,323)	736,863	(139.9)%	(314,134)	(167.6)%	(840,673)

KIPP Nashville
Statement of Activities - KAN (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	266,940	301,150	(34,210)	12.8%	2,174,087	2,108,049	66,037	(3.0)%	3,011,499	72.2%	837,412
Federal Revenue	(3,736)	0	(3,736)	100.0%	236,359	111,706	124,654	(52.7)%	186,176	127.0%	(50,183)
Other Revenue	6,766	7,570	(804)	11.9%	54,900	52,987	1,913	(3.5)%	75,695	72.5%	20,796
Total Revenues	269,969	308,719	(38,750)	14.4%	2,465,345	2,272,741	192,604	(7.8)%	3,273,370	75.3%	808,025
Total Revenues	269,969	308,719	(38,750)	14.4%	2,465,345	2,272,741	192,604	(7.8)%	3,273,370	75.3%	808,025
Expenses											
Personnel											
Teachers	79,722	95,896	16,173	(20.3)%	709,255	738,182	28,928	(4.1)%	1,105,663	64.1%	396,409
Administrative	22,172	26,130	3,958	(17.9)%	194,105	203,482	9,377	(4.8)%	304,914	63.7%	110,809
Support - Salaried	10,514	10,168	(346)	3.3%	98,063	79,516	(18,547)	18.9%	119,172	82.3%	21,109
Contracted Support	1,111	0	(1,111)	100.0%	7,056	0	(7,056)	100.0%	0	0.0%	(7,056)
Part-Time Instructor	1,231	515	(716)	58.2%	7,938	4,120	(3,818)	48.1%	6,180	128.5%	(1,758)
Benefits	38,075	42,432	4,357	(11.4)%	309,104	339,453	30,349	(9.8)%	509,180	60.7%	200,076
Total Personnel	152,825	175,140	22,315	(14.6)%	1,325,520	1,364,753	39,233	(3.0)%	2,045,109	64.8%	719,589
Other Expense Categories											
Direct Student Expenses	4,078	4,064	(14)	0.3%	109,088	142,153	33,065	(30.3)%	229,353	47.6%	120,265
Transportation	3,113	6,669	3,556	(114.2)%	40,219	47,192	6,973	(17.3)%	71,350	56.4%	31,131
Technology	5,144	6,365	1,221	(23.7)%	46,335	49,095	2,760	(6.0)%	72,730	63.7%	26,395
Administration	31,999	37,738	5,739	(17.9)%	318,747	340,948	22,201	(7.0)%	506,537	62.9%	187,790
Facilities	23,589	24,334	745	(3.2)%	190,049	194,672	4,623	(2.4)%	292,008	65.1%	101,959
Depreciation & Amortization	9,103	8,385	(718)	7.9%	73,555	67,076	(6,479)	8.8%	100,614	73.1%	27,059
Total	77,025	87,555	10,529	(13.7)%	777,992	841,136	63,144	(8.1)%	1,272,592	61.1%	494,600
Total Expenses	229,851	262,695	32,844	(14.3)%	2,103,513	2,205,889	102,376	(4.9)%	3,317,701	63.4%	1,214,188
NET SURPLUS/(DEFICIT)	40,119	46,024	(5,906)	14.7%	361,833	66,852	294,980	(81.5)%	(44,331)	(816.2)%	(406,164)

KIPP Nashville
Statement of Activities - KNCP (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	107,080	162,100	(55,020)	51.4%	1,091,361	1,134,697	(43,336)	4.0%	1,620,995	67.3%	529,634
Federal Revenue	(33,343)	0	(33,343)	100.0%	213,875	191,018	22,856	(10.7)%	361,866	59.1%	147,991
Other Revenue	3,164	4,036	(872)	27.6%	20,695	28,253	(7,558)	36.5%	40,361	51.3%	19,666
Total Revenues	76,901	166,136	(89,235)	116.0%	1,325,931	1,353,968	(28,037)	2.1%	2,023,222	65.5%	697,291
Total Revenues	76,901	166,136	(89,235)	116.0%	1,325,931	1,353,968	(28,037)	2.1%	2,023,222	65.5%	697,291
Expenses											
Personnel											
Teachers	32,842	50,147	17,305	(52.7)%	319,867	386,022	66,155	(20.7)%	578,191	55.3%	258,324
Administrative	14,427	16,037	1,610	(11.2)%	121,037	125,655	4,618	(3.8)%	188,336	64.3%	67,299
Support - Salaried	10,864	7,709	(3,155)	29.0%	81,505	60,584	(20,921)	25.7%	90,815	89.7%	9,310
Contracted Support	0	0	0	0.0%	700	0	(700)	100.0%	0	0.0%	(700)
Part-Time Instructor	750	0	(750)	100.0%	1,750	0	(1,750)	100.0%	0	0.0%	(1,750)
Benefits	20,728	22,978	2,250	(10.9)%	148,378	183,823	35,445	(23.9)%	275,734	53.8%	127,356
Total Personnel	79,611	96,871	17,260	(21.7)%	673,236	756,083	82,847	(12.3)%	1,133,076	59.4%	459,840
Other Expense Categories											
Direct Student Expenses	3,933	4,308	374	(9.5)%	70,520	96,406	25,886	(36.7)%	146,585	48.1%	76,065
Transportation	1,179	3,454	2,275	(193.0)%	25,490	25,127	(364)	1.4%	37,088	68.7%	11,598
Technology	2,967	4,900	1,933	(65.2)%	27,977	36,489	8,512	(30.4)%	53,377	52.4%	25,400
Administration	20,874	22,183	1,309	(6.3)%	223,579	204,268	(19,310)	8.6%	301,334	74.2%	77,755
Facilities	27,427	29,532	2,105	(7.7)%	225,011	221,985	(3,027)	1.3%	340,114	66.2%	115,103
Depreciation & Amortization	3,029	5,404	2,375	(78.4)%	22,516	43,233	20,718	(92.0)%	64,850	34.7%	42,334
Total	59,410	69,781	10,372	(17.5)%	595,093	627,508	32,415	(5.4)%	943,348	63.1%	348,255
Total Expenses	139,021	166,652	27,631	(19.9)%	1,268,329	1,383,591	115,262	(9.1)%	2,076,424	61.1%	808,095
NET SURPLUS/(DEFICIT)	(62,120)	(516)	(61,604)	99.2%	57,602	(29,624)	87,225	(151.4)%	(53,202)	(108.3)%	(110,804)

KIPP Nashville
Statement of Activities - KNCHS (FC)
For the Eight Months Ended February 28, 2015

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	54,518	86,837	(32,319)	59.3%	608,263	607,857	406	(0.1)%	868,367	70.0%	260,104
Federal Revenue	(865)	0	(865)	100.0%	266,312	201,469	64,843	(24.3)%	307,448	86.6%	41,136
Other Revenue	2,961	2,563	397	(13.4)%	21,491	16,998	4,492	(20.9)%	26,683	80.5%	5,193
Total Revenues	56,613	89,400	(32,787)	57.9%	896,066	826,324	69,742	(7.8)%	1,202,498	74.5%	306,432
Total Revenues	56,613	89,400	(32,787)	57.9%	896,066	826,324	69,742	(7.8)%	1,202,498	74.5%	306,432
Expenses											
Personnel											
Teachers	37,920	48,369	10,449	(27.6)%	312,954	304,301	(8,653)	2.8%	488,384	64.1%	175,430
Administrative	20,581	20,783	202	(1.0)%	181,379	160,867	(20,513)	11.3%	241,000	75.3%	59,621
Support - Salaried	3,077	3,653	576	(18.7)%	32,308	27,787	(4,521)	14.0%	41,600	77.7%	9,292
Contracted Support	165	0	(165)	100.0%	1,118	0	(1,118)	100.0%	0	0.0%	(1,118)
Part-Time Instructor	0	0	0	0.0%	2,000	0	(2,000)	100.0%	0	0.0%	(2,000)
Benefits	19,225	20,615	1,390	(7.2)%	139,578	164,922	25,344	(18.2)%	247,383	56.4%	107,805
Total Personnel	80,968	93,421	12,453	(15.4)%	669,336	657,876	(11,460)	1.7%	1,018,367	65.7%	349,031
Other Expense Categories											
Direct Student Expenses	1,624	3,273	1,649	(101.5)%	42,193	54,986	12,792	(30.3)%	74,082	57.0%	31,889
Transportation	616	2,790	2,174	(352.6)%	1,643	19,530	17,887	(1,088.4)%	27,900	5.9%	26,257
Technology	2,802	4,485	1,683	(60.0)%	36,622	33,228	(3,394)	9.3%	48,516	75.5%	11,894
Administration	27,281	15,510	(11,771)	43.1%	153,143	139,072	(14,071)	9.2%	205,195	74.6%	52,052
Facilities	8,620	8,809	189	(2.2)%	70,731	70,473	(257)	0.4%	105,710	66.9%	34,979
Depreciation & Amortization	2,757	5,527	2,771	(100.5)%	21,769	44,219	22,450	(103.1)%	66,328	32.8%	44,559
Total	43,701	40,394	(3,306)	7.6%	326,101	361,508	35,407	(10.9)%	527,731	61.8%	201,630
Total Expenses	124,669	133,815	9,146	(7.3)%	995,437	1,019,384	23,946	(2.4)%	1,546,098	64.4%	550,661
NET SURPLUS/(DEFICIT)	(68,055)	(44,415)	(23,640)	34.7%	(99,372)	(193,060)	93,688	(94.3)%	(343,600)	28.9%	(244,228)

KIPP Nashville
Statement of Cash Flows

For the Month Ending February 28, 2015

	February
CASH FLOWS FROM OPERATING ACTIVITIES	
NET SURPLUS/(DEFICIT) FOR PERIOD	\$ (144,787.65)
ADJUSTMENTS TO RECONCILE NET INCOME TO NET CASH	
PROVIDED (USED) BY OPERATING ACTIVITIES	
Decrease in Pledges Receivable	36,583.00
Decrease in Prepaid Insurance	4,097.22
Decrease in Prepaid Expenses- Other	8,788.74
Increase in Prepaid Expenses - KNCPP	(167.80)
Increase in Prepaid Expenses - KANP	(390.50)
Decrease in Accumulated Depreciation	23,867.10
Decrease in Accumulated Amortization	330.55
Decrease in Accounts Payable	(39,302.26)
Increase in Credit Cards	8,767.18
Increase in Accrued 1% Kipp Foundation Fee	4,285.38
Decrease in Payroll & Related Liabilities	(2,043.89)
Decrease in Accrued Expenses-Other	(1,580.50)
Increase in Deferred Revenue	31,066.09
Decrease in Deferred Inflows of Resources	(2,583.00)
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	(73,070.34)
CASH FLOWS FROM INVESTING ACTIVITIES	
Instructional Equipment	(1,799.00)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	(1,799.00)
CASH FLOWS FROM FINANCING ACTIVITIES	
CSGF Loan	292.19
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	292.19
NET INCREASE/(DECREASE) IN CASH	\$ (74,577.15)
CASH AND CASH EQUIVALENTS AS OF 2/1/2015	\$ 5,388,681.36
CASH AND CASH EQUIVALENTS AS OF 2/28/2015	\$ 5,314,104.21

Restricted for Management Use Only

KIPP Nashville
Statement of Financial Position
as of December 31, 2014 and 2013

	December 31, 2014	December 31, 2013	\$ Chg	% Chg
Assets				
Current Assets				
Cash and Cash Equivalents				
Pinnacle-Restricted-#2674	\$88,352.88	\$88,932.85	(\$579.97)	(0.65)%
Horizon 300 Acct #0654	\$0.00	\$594,898.64	(\$594,898.64)	(100.00)%
Pinnacle CD Acct # 3934	\$123,104.92	\$572,000.00	(\$448,895.08)	(78.48)%
RaymondJamesInv-Wyont Sch #607	\$156,381.14	\$140,310.85	\$16,070.29	11.45%
Pinnacle ICS MM #3718	\$2,743,113.42	\$2,676,860.25	\$66,253.17	2.48%
Pinnacle ICS #4726	\$2,084,590.58	\$0.00	\$2,084,590.58	0.00%
Pinnacle Acct #5846638	\$1,252.17	\$0.00	\$1,252.17	0.00%
Total Cash and Cash Equivalents	\$5,196,795.11	\$4,073,002.59	\$1,123,792.52	27.59%
Accounts Receivable				
Pledges Receivable	\$1,404,153.01	\$68,386.00	\$1,335,767.01	1,953.28%
Other Accounts Receivable	\$21,515.79	\$20,950.45	\$565.34	2.70%
Total Accounts Receivable	\$1,425,668.80	\$89,336.45	\$1,336,332.35	1,495.84%
Grants Receivable				
Grants Receivable	\$92,355.20	\$235,905.52	(\$143,550.32)	(60.85)%
Total Grants Receivable	\$92,355.20	\$235,905.52	(\$143,550.32)	(60.85)%
Other Current Assets				
Prepaid Insurance	\$22,385.50	\$6,976.72	\$15,408.78	220.86%
Prepaid Expenses- Other	\$104,181.08	\$71,983.37	\$32,197.71	44.73%
Total Other Current Assets	\$126,566.58	\$78,960.09	\$47,606.49	60.29%
Total Current Assets	\$6,841,385.69	\$4,477,204.65	\$2,364,181.04	52.80%
Fixed Assets				
Classroom				
Furniture	\$276,667.07	\$149,989.37	\$126,677.70	84.46%
Instructional Computer/Hardware	\$567,985.13	\$291,300.02	\$276,685.11	94.98%
Instructional Software	\$22,613.96	\$20,627.96	\$1,986.00	9.63%
Library	\$64,337.59	\$64,337.59	\$0.00	0.00%
Textbooks	\$113,240.74	\$113,240.74	\$0.00	0.00%
Instructional Equipment	\$259,392.11	\$118,702.56	\$140,689.55	118.52%
Athletic Equipment	\$5,750.24	\$5,750.24	\$0.00	0.00%
Total Classrooms	\$1,309,986.84	\$763,948.48	\$546,038.36	71.48%
Administrative				
Office Equipment	\$268,417.15	\$103,462.03	\$164,955.12	159.44%
Office Furniture	\$29,513.91	\$16,256.14	\$13,257.77	81.56%
Office Computers/Hardware	\$91,181.60	\$78,254.49	\$12,927.11	16.52%
Office Software	\$23,063.34	\$20,341.69	\$2,721.65	13.38%
Maintenance Equipment	\$67,869.14	\$6,487.93	\$61,381.21	946.08%
Total Administrative	\$480,045.14	\$224,802.28	\$255,242.86	113.54%

KIPP Nashville
Statement of Financial Position
as of December 31, 2014 and 2013

	December 31, 2014	December 31, 2013	\$ Chg	% Chg
Transportation				
School Buses	\$326,739.82	\$326,739.82	\$0.00	0.00%
Total Transportation	\$326,739.82	\$326,739.82	\$0.00	0.00%
Accumulated Depreciation				
Accumulated Depreciation	(\$1,013,420.40)	(\$790,556.30)	(\$222,864.10)	(28.19)%
Total Accumulated Depreciation	(\$1,013,420.40)	(\$790,556.30)	(\$222,864.10)	(28.19)%
Other				
Website Development, Net Amortization	\$1,322.39	\$5,288.99	(\$3,966.60)	(75.00)%
Total Other	\$1,322.39	\$5,288.99	(\$3,966.60)	(75.00)%
Total Fixed Assets	\$1,104,673.79	\$530,223.27	\$574,450.52	108.34%
Total Assets	\$7,946,059.48	\$5,007,427.92	\$2,938,631.56	58.69%
Liabilities and Net Assets				
Liabilities				
Accounts Payable				
Accounts Payable	\$224,795.33	\$118,345.38	\$106,449.95	(89.95)%
Total Accounts Payable	\$224,795.33	\$118,345.38	\$106,449.95	(89.95)%
Credit Cards				
Credit Cards	\$5,805.49	\$876.97	\$4,928.52	(561.99)%
Total Credit Cards	\$5,805.49	\$876.97	\$4,928.52	(561.99)%
Current Liabilities				
Accrued 1% Kipp Foundation Fee	\$66,864.37	\$43,747.68	\$23,116.69	(52.84)%
Accrued Payroll	\$46,206.60	\$117,392.93	(\$71,186.33)	60.64%
Accrued PR Taxes	\$3,601.37	\$8,466.10	(\$4,864.73)	57.46%
Accrued Payroll Liabilities	\$43,547.04	\$3,266.00	\$40,281.04	(1,233.34)%
Accrued Expenses-Other	\$6,595.00	\$1,519.68	\$5,075.32	(333.97)%
Total Current Liabilities	\$166,814.38	\$174,392.39	(\$7,578.01)	4.35%
Other Current Liabilities				
EE Retirement Payable	\$14,552.49	\$163.23	\$14,389.26	(8,815.33)%
Deferred Revenue	\$1,555,570.48	\$553,220.56	\$1,002,349.92	(181.18)%
Total Other Current Liabilities	\$1,570,122.97	\$553,383.79	\$1,016,739.18	(183.73)%
Long Term Liabilities				
CSGF Loan	\$350,340.28	\$0.00	\$350,340.28	0.00%
Total Long Term Liabilities	\$350,340.28	\$0.00	\$350,340.28	0.00%
Total Liabilities	\$2,317,878.45	\$846,998.53	\$1,470,879.92	(173.66)%
Net Assets				
Net Assets				
Net Assets	\$5,628,181.03	\$4,160,429.39	\$1,467,751.64	35.28%
Total Net Assets	\$5,628,181.03	\$4,160,429.39	\$1,467,751.64	35.28%
Total Net Assets	\$5,628,181.03	\$4,160,429.39	\$1,467,751.64	35.28%
Total Liabilities and Net Assets	\$7,946,059.48	\$5,007,427.92	\$2,938,631.56	(58.69)%

KIPP Nashville
Statement of Financial Position
as of December 31, 2014 and 2013

	December 31, 2014	December 31, 2013	\$ Chg	% Chg
BEGINNING BALANCE WITH CURRENT YEAR ADJUSTMENTS	\$5,299,410.72	\$3,228,472.06	\$2,070,938.66	64.15%
NET SURPLUS/(DEFICIT)	\$328,770.31	\$931,957.33	(\$603,187.02)	(64.72)%
ENDING NET ASSETS	\$5,628,181.03	\$4,160,429.39	\$1,467,751.64	35.28%

KIPP Nashville
Statement of Activities - by Division
For the Six Months Ended December 31, 2014

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Revenues										
Revenues										
State & Local Revenue	0	314,592	160,008	90,400	565,000	0	1,592,555	824,273	463,345	2,880,173
Federal Revenue	0	66,548	9,961	0	76,509	37,475	66,548	49,508	85,451	238,983
Fundraising	246,133	0	0	0	246,133	1,217,374	0	0	0	1,217,374
Other Revenue	59,394	7,736	3,093	2,630	72,853	251,628	41,599	14,253	16,040	323,520
Total Revenues	305,527	388,876	173,062	93,030	960,496	1,506,477	1,700,702	888,034	564,836	4,660,049
Total Revenues										
305,527 388,876 173,062 93,030 960,496 1,506,477 1,700,702 888,034 564,836 4,660,049										
Expenses										
Personnel										
Teachers	0	91,529	39,428	39,775	170,732	0	541,838	251,490	236,989	1,030,317
Administrative	51,629	25,498	16,591	20,985	114,703	286,597	147,544	90,741	140,726	665,608
Support - Salaried	45,523	12,824	9,353	3,538	71,237	257,841	75,639	57,671	25,846	416,997
Contracted Support	908	1,611	450	200	3,169	5,612	4,583	700	953	11,847
Part-Time Instructor	0	1,415	0	0	1,415	0	5,354	1,000	2,000	8,354
Benefits	31,500	39,662	17,607	16,911	105,680	176,946	219,669	104,868	98,094	599,578
Total Personnel	129,559	172,539	83,429	81,409	466,936	726,996	994,627	506,471	504,607	2,732,700
Other Expense Categories										
Direct Student Expenses	1,095	14,390	7,179	3,862	26,525	13,835	96,742	61,582	38,542	210,702
Transportation	0	3,770	2,513	0	6,283	0	31,055	20,566	1,027	52,648
Technology	4,541	5,143	2,964	2,800	15,448	31,380	36,047	22,047	31,020	120,494
Administration	32,811	49,560	32,528	26,549	141,447	103,256	264,653	191,072	124,418	683,399
Facilities	1,797	24,212	25,930	8,538	60,476	14,442	142,380	172,724	52,367	381,912
Depreciation & Amortization	9,232	8,606	2,805	2,727	23,370	54,645	55,846	16,457	16,285	143,234
Total	49,475	105,681	73,919	44,475	273,549	217,558	626,723	484,448	263,658	1,592,388
Total Expenses	179,034	278,220	157,348	125,884	740,486	944,554	1,621,351	990,918	768,265	4,325,088

KIPP Nashville
Statement of Activities - by Division
For the Six Months Ended December 31, 2014

	Current Month					Year to Date				
	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined	SST(10)	KAN(20)	KNCP(30)	KNCHS(40)	Combined
Gains & (Losses) - Realized & Unrealized										
Unrealized - Gain / (Loss)										
Unrealized - Gain / (Loss)	(5,374)	0	0	0	(5,374)	(6,191)	0	0	0	(6,191)
Total Gain / (Loss) - Unrealized	(5,374)	0	0	0	(5,374)	(6,191)	0	0	0	(6,191)
Total Gains & (Losses) - Realized & Unrealized	(5,374)	0	0	0	(5,374)	(6,191)	0	0	0	(6,191)
NET SURPLUS/(DEFICIT)	121,119	110,656	15,714	(32,854)	214,636	555,732	79,352	(102,884)	(203,429)	328,770

KIPP Nashville
Statement of Activities - Combined (FC)
For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	565,000	550,086	14,914	(2.6)%	2,880,173	2,750,431	129,742	(4.5)%	5,500,861	52.4%	2,620,688
Federal Revenue	76,509	106,753	(30,244)	39.5%	238,983	507,454	(268,471)	112.3%	986,684	24.2%	747,701
Fundraising	246,133	100,458	145,676	(59.2)%	1,217,374	546,498	670,876	(55.1)%	1,124,944	108.2%	(92,430)
Other Revenue	72,853	60,461	12,392	(17.0)%	323,520	302,330	21,190	(6.5)%	605,664	53.4%	282,144
Total Revenues	960,496	817,758	142,738	(14.9)%	4,660,049	4,106,712	553,337	(11.9)%	8,218,153	56.7%	3,558,104
Total Revenues	960,496	817,758	142,738	(14.9)%	4,660,049	4,106,712	553,337	(11.9)%	8,218,153	56.7%	3,558,104
Expenses											
Personnel											
Teachers	170,732	180,846	10,114	(5.9)%	1,030,317	1,053,247	22,930	(2.2)%	2,172,238	47.4%	1,141,921
Administrative	114,703	118,176	3,473	(3.0)%	665,608	690,723	25,116	(3.8)%	1,381,447	48.2%	715,839
Support - Salaried	71,237	54,621	(16,617)	23.3%	416,997	400,258	(16,739)	4.0%	823,221	50.7%	406,224
Contracted Support	3,169	0	(3,169)	100.0%	11,847	0	(11,847)	100.0%	0	0.0%	(11,847)
Part-Time Instructor	1,415	515	(900)	63.6%	8,354	3,090	(5,264)	63.0%	6,180	135.2%	(2,174)
Benefits	105,680	112,063	6,383	(6.0)%	599,578	737,471	137,893	(23.0)%	1,466,263	40.9%	866,686
Total Personnel	466,936	466,220	(716)	0.2%	2,732,700	2,884,789	152,089	(5.6)%	5,849,349	46.7%	3,116,649
Other Expense Categories											
Direct Student Expenses	26,525	29,144	2,619	(9.9)%	210,702	272,377	61,675	(29.3)%	494,520	42.6%	283,818
Transportation	6,283	12,912	6,629	(105.5)%	52,648	66,024	13,376	(25.4)%	136,338	38.6%	83,690
Technology	15,448	21,942	6,494	(42.0)%	120,494	117,878	(2,615)	2.2%	235,757	51.1%	115,263
Administration	141,447	104,338	(37,110)	26.2%	683,399	622,658	(60,740)	8.9%	1,235,742	55.3%	552,343
Facilities	60,476	65,388	4,912	(8.1)%	381,912	377,023	(4,890)	1.3%	768,732	49.7%	386,820
Depreciation & Amortization	23,370	21,082	(2,288)	9.8%	143,234	126,491	(16,743)	11.7%	252,982	56.6%	109,748
Total	273,549	254,806	(18,743)	6.9%	1,592,388	1,582,452	(9,936)	0.6%	3,124,071	51.0%	1,531,683
Total Expenses	740,486	721,027	(19,459)	2.6%	4,325,088	4,467,241	142,153	(3.3)%	8,973,420	48.2%	4,648,332

KIPP Nashville
Statement of Activities - Combined (FC)
For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	214,636	96,731	117,904	(54.9)%	328,770	(360,529)	689,299	(209.7)%	(755,267)	(43.5)%	(1,084,037)

KIPP Nashville
Statement of Activities - Support Services (FC)

For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
Federal Revenue	0	0	0	0.0%	37,475	72,157	(34,682)	92.5%	131,194	28.6%	93,719
Fundraising	246,133	100,458	145,676	(59.2)%	1,217,374	546,498	670,876	(55.1)%	1,124,944	108.2%	(92,430)
Other Revenue	59,394	46,293	13,102	(22.1)%	251,628	232,430	19,197	(7.6)%	462,925	54.4%	211,297
Total Revenues	305,527	146,750	158,777	(52.0)%	1,506,477	851,085	655,392	(43.5)%	1,719,063	87.6%	212,586
Total Revenues	305,527	146,750	158,777	(52.0)%	1,506,477	851,085	655,392	(43.5)%	1,719,063	87.6%	212,586
Expenses											
Personnel											
Administrative	51,629	58,248	6,618	(12.8)%	286,597	323,599	37,001	(12.9)%	647,197	44.3%	360,600
Support - Salaried	45,523	34,058	(11,465)	25.2%	257,841	274,464	16,624	(6.4)%	571,634	45.1%	313,793
Contracted Support	908	0	(908)	100.0%	5,612	0	(5,612)	100.0%	0	0.0%	(5,612)
Benefits	31,500	26,038	(5,462)	17.3%	176,946	221,323	44,376	(25.1)%	433,966	40.8%	257,020
Total Personnel	129,559	118,344	(11,216)	8.7%	726,996	819,385	92,390	(12.7)%	1,652,797	44.0%	925,801
Other Expense Categories											
Direct Student Expenses	1,095	5,950	4,856	(443.6)%	13,835	22,250	8,415	(60.8)%	44,500	31.1%	30,665
Technology	4,541	5,095	554	(12.2)%	31,380	30,567	(813)	2.6%	61,134	51.3%	29,754
Administration	32,811	19,905	(12,906)	39.3%	103,256	102,161	(1,095)	1.1%	222,676	46.4%	119,420
Facilities	1,797	2,712	915	(50.9)%	14,442	15,244	802	(5.6)%	30,900	46.7%	16,458
Depreciation & Amortization	9,232	1,766	(7,466)	80.9%	54,645	10,595	(44,050)	80.6%	21,190	257.9%	(33,455)
Total	49,475	35,428	(14,047)	28.4%	217,558	180,817	(36,741)	16.9%	380,400	57.2%	162,842
Total Expenses	179,034	153,771	(25,263)	14.1%	944,554	1,000,203	55,649	(5.9)%	2,033,197	46.5%	1,088,643
Gains & (Losses) - Realized & Unrealized											
Unrealized - Gain / (Loss)											
Unrealized - Gain / (Loss)	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gain / (Loss) - Unrealized	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
Total Gains & (Losses) - Realized & Unrealized	(5,374)	0	(5,374)	100.0%	(6,191)	0	(6,191)	100.0%	0	0.0%	6,191
NET SURPLUS/(DEFICIT)	121,119	(7,021)	128,140	(105.8)%	555,732	(149,118)	704,849	(126.8)%	(314,134)	(176.9)%	(869,866)

KIPP Nashville
Statement of Activities - KAN (FC)
For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	314,592	301,150	13,442	(4.3)%	1,592,555	1,505,750	86,805	(5.5)%	3,011,499	52.9%	1,418,944
Federal Revenue	66,548	0	66,548	(100.0)%	66,548	74,470	(7,922)	11.9%	186,176	35.7%	119,628
Other Revenue	7,736	7,570	167	(2.2)%	41,599	37,848	3,752	(9.0)%	75,695	55.0%	34,096
Total Revenues	388,876	308,719	80,157	(20.6)%	1,700,702	1,618,067	82,635	(4.9)%	3,273,370	52.0%	1,572,668
Total Revenues	388,876	308,719	80,157	(20.6)%	1,700,702	1,618,067	82,635	(4.9)%	3,273,370	52.0%	1,572,668
Expenses											
Personnel											
Teachers	91,529	89,455	(2,074)	2.3%	541,838	552,831	10,993	(2.0)%	1,105,663	49.0%	563,825
Administrative	25,498	24,895	(603)	2.4%	147,544	152,457	4,913	(3.3)%	304,914	48.4%	157,370
Support - Salaried	12,824	9,762	(3,062)	23.9%	75,639	59,586	(16,053)	21.2%	119,172	63.5%	43,533
Contracted Support	1,611	0	(1,611)	100.0%	4,583	0	(4,583)	100.0%	0	0.0%	(4,583)
Part-Time Instructor	1,415	515	(900)	63.6%	5,354	3,090	(2,264)	42.3%	6,180	86.6%	826
Benefits	39,662	42,432	2,770	(7.0)%	219,669	254,590	34,921	(15.9)%	509,180	43.1%	289,511
Total Personnel	172,539	167,058	(5,481)	3.2%	994,627	1,022,554	27,927	(2.8)%	2,045,109	48.6%	1,050,482
Other Expense Categories											
Direct Student Expenses	14,390	12,989	(1,400)	9.7%	96,742	123,946	27,204	(28.1)%	229,353	42.2%	132,611
Transportation	3,770	6,669	2,899	(76.9)%	31,055	33,855	2,800	(9.0)%	71,350	43.5%	40,295
Technology	5,143	6,885	1,742	(33.9)%	36,047	36,365	318	(0.9)%	72,730	49.6%	36,683
Administration	49,560	42,484	(7,077)	14.3%	264,653	258,586	(6,067)	2.3%	506,537	52.2%	241,884
Facilities	24,212	24,334	122	(0.5)%	142,380	146,004	3,624	(2.5)%	292,008	48.8%	149,628
Depreciation & Amortization	8,606	8,385	(222)	2.6%	55,846	50,307	(5,539)	9.9%	100,614	55.5%	44,768
Total	105,681	101,745	(3,936)	3.7%	626,723	649,064	22,340	(3.6)%	1,272,592	49.2%	645,869
Total Expenses	278,220	268,803	(9,417)	3.4%	1,621,351	1,671,618	50,268	(3.1)%	3,317,701	48.9%	1,696,350
NET SURPLUS/(DEFICIT)	110,656	39,916	70,740	(63.9)%	79,352	(53,551)	132,902	(167.5)%	(44,331)	(179.0)%	(123,683)

KIPP Nashville
Statement of Activities - KNCP (FC)
For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	160,008	162,100	(2,092)	1.3%	824,273	810,498	13,775	(1.7)%	1,620,995	50.8%	796,722
Federal Revenue	9,961	65,253	(55,292)	555.1%	49,508	170,848	(121,339)	245.1%	361,866	13.7%	312,358
Other Revenue	3,093	4,036	(943)	30.5%	14,253	20,181	(5,928)	41.6%	40,361	35.3%	26,108
Total Revenues	173,062	231,389	(58,327)	33.7%	888,034	1,001,526	(113,491)	12.8%	2,023,222	43.9%	1,135,188
Total Revenues	173,062	231,389	(58,327)	33.7%	888,034	1,001,526	(113,491)	12.8%	2,023,222	43.9%	1,135,188
Expenses											
Personnel											
Teachers	39,428	46,779	7,351	(18.6)%	251,490	289,095	37,605	(15.0)%	578,191	43.5%	326,701
Administrative	16,591	15,450	(1,141)	6.9%	90,741	94,168	3,427	(3.8)%	188,336	48.2%	97,595
Support - Salaried	9,353	7,468	(1,885)	20.2%	57,671	45,408	(12,264)	21.3%	90,815	63.5%	33,144
Contracted Support	450	0	(450)	100.0%	700	0	(700)	100.0%	0	0.0%	(700)
Part-Time Instructor	0	0	0	0.0%	1,000	0	(1,000)	100.0%	0	0.0%	(1,000)
Benefits	17,607	22,978	5,371	(30.5)%	104,868	137,867	32,999	(31.5)%	275,734	38.0%	170,866
Total Personnel	83,429	92,675	9,246	(11.1)%	506,471	566,538	60,067	(11.9)%	1,133,076	44.7%	626,605
Other Expense Categories											
Direct Student Expenses	7,179	6,182	(997)	13.9%	61,582	81,117	19,535	(31.7)%	146,585	42.0%	85,003
Transportation	2,513	3,454	940	(37.4)%	20,566	18,219	(2,347)	11.4%	37,088	55.5%	16,522
Technology	2,964	5,202	2,238	(75.5)%	22,047	26,688	4,642	(21.1)%	53,377	41.3%	31,330
Administration	32,528	25,039	(7,488)	23.0%	191,072	156,078	(34,994)	18.3%	301,334	63.4%	110,262
Facilities	25,930	29,532	3,603	(13.9)%	172,724	162,920	(9,804)	5.7%	340,114	50.8%	167,390
Depreciation & Amortization	2,805	5,404	2,599	(92.6)%	16,457	32,425	15,968	(97.0)%	64,850	25.4%	48,393
Total	73,919	74,814	895	(1.2)%	484,448	477,447	(7,000)	1.4%	943,348	51.4%	458,900
Total Expenses	157,348	167,488	10,140	(6.4)%	990,918	1,043,985	53,067	(5.4)%	2,076,424	47.7%	1,085,506
NET SURPLUS/(DEFICIT)	15,714	63,901	(48,186)	306.6%	(102,884)	(42,460)	(60,424)	58.7%	(53,202)	193.4%	49,682

KIPP Nashville
Statement of Activities - KNCHS (FC)
For the Six Months Ended December 31, 2014

	Current Month				Year To Date				Annual		
	Actual	Budget	Variance	% Spent	Actual	Budget	Variance	% Spent	Budget	% Spent	Balance
Revenues											
Revenues											
State & Local Revenue	90,400	86,837	3,563	(3.9)%	463,345	434,184	29,162	(6.3)%	868,367	53.4%	405,022
Federal Revenue	0	41,500	(41,500)	0.0%	85,451	189,979	(104,528)	122.3%	307,448	27.8%	221,997
Other Revenue	2,630	2,563	67	(2.5)%	16,040	11,872	4,169	(26.0)%	26,683	60.1%	10,643
Total Revenues	93,030	130,900	(37,870)	40.7%	564,836	636,034	(71,198)	12.6%	1,202,498	47.0%	637,662
Total Revenues	93,030	130,900	(37,870)	40.7%	564,836	636,034	(71,198)	12.6%	1,202,498	47.0%	637,662
Expenses											
Personnel											
Teachers	39,775	44,612	4,837	(12.2)%	236,989	211,320	(25,669)	10.8%	488,384	48.5%	251,395
Administrative	20,985	19,583	(1,402)	6.7%	140,726	120,500	(20,226)	14.4%	241,000	58.4%	100,274
Support - Salaried	3,538	3,333	(205)	5.8%	25,846	20,800	(5,046)	19.5%	41,600	62.1%	15,754
Contracted Support	200	0	(200)	100.0%	953	0	(953)	100.0%	0	0.0%	(953)
Part-Time Instructor	0	0	0	0.0%	2,000	0	(2,000)	100.0%	0	0.0%	(2,000)
Benefits	16,911	20,615	3,705	(21.9)%	98,094	123,691	25,598	(26.1)%	247,383	39.7%	149,289
Total Personnel	81,409	88,144	6,735	(8.3)%	504,607	476,311	(28,296)	5.6%	1,018,367	49.6%	513,760
Other Expense Categories											
Direct Student Expenses	3,862	4,023	161	(4.2)%	38,542	45,064	6,521	(16.9)%	74,082	52.0%	35,540
Transportation	0	2,790	2,790	0.0%	1,027	13,950	12,923	(1,258.4)%	27,900	3.7%	26,873
Technology	2,800	4,761	1,961	(70.0)%	31,020	24,258	(6,762)	21.8%	48,516	63.9%	17,496
Administration	26,549	16,910	(9,639)	36.3%	124,418	105,833	(18,585)	14.9%	205,195	60.6%	80,777
Facilities	8,538	8,809	271	(3.2)%	52,367	52,855	488	(0.9)%	105,710	49.5%	53,343
Depreciation & Amortization	2,727	5,527	2,801	(102.7)%	16,285	33,164	16,879	(103.6)%	66,328	24.6%	50,043
Total	44,475	42,820	(1,655)	3.7%	263,658	275,123	11,465	(4.3)%	527,731	50.0%	264,073
Total Expenses	125,884	130,964	5,080	(4.0)%	768,265	751,435	(16,831)	2.2%	1,546,098	49.7%	777,833
NET SURPLUS/(DEFICIT)	(32,854)	(64)	(32,790)	99.8%	(203,429)	(115,400)	(88,028)	43.3%	(343,600)	59.2%	(140,171)

KIPP Nashville
Statement of Cash Flows
For the Month Ending December 31, 2014

	December
CASH FLOWS FROM OPERATING ACTIVITIES	
NET SURPLUS/(DEFICIT) FOR PERIOD	\$ 214,635.91
ADJUSTMENTS TO RECONCILE NET INCOME TO NET CASH	
PROVIDED (USED) BY OPERATING ACTIVITIES	
Decrease in Pledges Receivable	31,395.68
Decrease in Other Accounts Receivable	2,400.00
Increase in Grants Receivable	(76,509.25)
Increase in Prepaid Insurance	(579.78)
Decrease in Prepaid Expenses- Other	5,927.05
Decrease in Accumulated Depreciation	23,039.36
Decrease in Accumulated Amortization	330.55
Decrease in Accounts Payable	(9,203.01)
Increase in Credit Card Balances	3,358.84
Increase in Accrued 1% Kipp Foundation Fee	5,650.00
Decrease in Payroll and Related Liabilities	(62,951.21)
Decrease in Accrued Expenses-Other	(3,054.00)
Decrease in Deferred Revenue	(39,512.76)
Decrease in Deferred Inflows of Resources	(31,395.68)
NET CASH PROVIDED (USED) BY OPERATING ACTIVITIES	63,531.70
CASH FLOWS FROM INVESTING ACTIVITIES	
Maintenance Equipment	(2,516.00)
NET CASH PROVIDED (USED) BY INVESTING ACTIVITIES	(2,516.00)
CASH FLOWS FROM FINANCING ACTIVITIES	
CSGF Loan	340.28
NET CASH PROVIDED (USED) BY FINANCING ACTIVITIES	340.28
NET INCREASE/(DECREASE) IN CASH	\$ 61,355.98
CASH AND CASH EQUIVALENTS AS OF 12/1/2014	\$ 5,135,439.13
CASH AND CASH EQUIVALENTS AS OF 12/31/2014	\$ 5,196,795.11

Restricted for Management Use Only

KIPP Nashville Primary Application

Not applicable; KNP is not involved in any pending or past litigation.

KIPP Nashville College Prep Elementary School

A Proposed Metropolitan Nashville Public Charter School

Charter School Application

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

April 1, 2013

For questions or additional information,
please contact:
KIPP Nashville
4301 Knight Road
Nashville, TN 37207
Telephone: 615-226-4484
Fax: 615-226-4401

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Assurances

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for KIPP Nashville College Prep Elementary school is true to the best of my knowledge and belief; and if awarded a charter, the school:

1. will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Charter School Act;
2. will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. will, at all times, maintain all necessary and appropriate insurance coverage.

Signature

Name of Authorized Signer

Title of Authorized Signer

Charter School Application

Introduction

This application provides sponsors the opportunity to demonstrate their capacity to design and implement academic and business plans, and to do so as good stewards of public funds. The application should be a plan for helping all students at the school prepare for post-secondary success in education, work and citizenship. It should also be similar to an operations manual, showing future students, families, teachers and school staff what success will look like when the school opens and several years down the road.

The application is divided into three sections: academic, operational and financial. Decisions to approve or deny, revoke or renew charters are based on the sponsor or governing body's academic, operational and financial performance, including compliance with the law and the charter agreement. Academic program capacity and performance are the most critical factor in evaluating applications and schools. However, operational performance and financial stability directly affect a school's ability to help students succeed in the academic program. Thus, the application should manifest alignment across each section and address the best interests of the pupils, school district or community," T.C.A. § 49-13-108

Section 1: Academic Plan Design and Capacity

I. School Mission and Goals

Mission and Goals

Describe the mission and goals of the proposed school. Include a rationale for the grades served, grades upon opening and an enrollment growth plan. If you choose to, explain how the mission and vision of this school addresses any priorities set by the chartering authority. In the narrative,

- Identify the targeted student population and the demographics of the community to be served.
- Articulate clear guiding purposes and priorities and how the school will know it is achieving them.
- Identify specific barriers and/or school needs that may impact student achievement. Explain how your school will help students overcome those specific barriers.

Vision and Mission

KIPP Nashville College Prep Elementary School (KNCPE) will be part of the highly successful national network of Knowledge is Power Program (KIPP) schools that provide college preparatory education to more than 41,000 students in 125 schools located in 20 states and the District of Columbia. More than 85% of KIPP students, nationally, are eligible for the federal free and reduced-price meals program and more than 95% are African American or Hispanic/Latino. KNCPE will be the fourth site in the KIPP Nashville region of schools (KIPP Nashville College Prep, which was approved in 2012 by MNPS, will open in 2013, and KIPP Nashville Collegiate High School, which was approved in 2011 by MNPS, will open in 2014), building on the success of KIPP Academy Nashville (KAN). The vision of KIPP Nashville, the non-profit entity that will oversee the operations of KNCPE, is that every student in Nashville will have access to a high-quality, college-preparatory seat in a public school.

The mission of KNCPE is to cultivate in our students the academic and character skills needed for them to succeed in middle school, high school, college and life beyond. These mission and

vision statements were formed by the KIPP Nashville leadership team in conjunction with the KIPP Nashville Board of Directors.

Rationale for Grades Served

KIPP Nashville, with this application, proposes a K-4 grade college-preparatory school that will target high-needs communities that currently have limited access to rigorous, college-prep instructional programs. The proposed school will address the need in MNPS for schools with innovative approaches to limited resource allocation and distribution, schools that show a commitment to diversity, and will address the achievement gap between students in the Nashville areas.

According to the MNPS Office of Innovation’s website, “The Metropolitan Nashville Public Schools (MNPS) seeks [charter] applications to increase capacity to provide high quality academic instruction.” Currently, students and parents living in east and north Nashville lack access to elementary schools with quality academic instruction.

The MNPS Academic Performance Framework (APF) drafted in January, 2013, lists 5 “Excelling” public elementary schools in Nashville, none of which are in east or north Nashville. This same framework lists 15 MNPS elementary schools in the two lowest performance categories: “Review” and “Target.” Of these, 11 are located in KNCPE’s proposed geographic area. A copy of the most recent version of the MNPS Academic Performance Framework can be found as Attachment 22.

As evidenced by the APF, no students living east and north of the Cumberland River are zoned to either an “Excelling” or even an “Achieving” elementary school. Currently, over 3,300 elementary students living in east and north Nashville attend sub-satisfactory elementary schools, and over 2,200 of these students attend elementary schools designated by MNPS as “Target,” MNPS’s lowest APF performance category.

By leveraging the strength of KIPP Academy Nashville, the top performing MNPS middle school according to the APF, and one of only 9 MNPS schools designated as “Excelling,” KIPP Nashville will continue to develop college-preparatory pathways in east and north Nashville through the establishment of KIPP Nashville College Prep Elementary School (KNCPE).

Alignment to MNPS Priorities

The elementary school described herein will align with the MNPS priorities by/through:

- A viable plan to address the needs of economically disadvantaged students and close the achievement gap;
- Increasing high school graduation rates for students at risk of not graduating;
- A focus on preparing students with academic and character skills needed to successfully transition to middle school;
- Using high quality assessments designed to measure the learning of critical concepts aligned to the Common Core State Standards;
- Management and leadership capability to overcome initial start-up problems and establish a fiscally viable school;

- Increasing the acquisition, adoption and use of professional development systems that provide teachers and school leaders with the information and resources they need to inform and improve instructional practices, decision-making and overall effectiveness; and,
- Demonstrated use of data to make instructional decisions.

Enrollment and Growth Plan

KNCPE will serve grades K-4, opening with K-1 and subsequently adding one grade per year, with a focus on accepting students in Kindergarten. The KIPP network, which currently includes 37 elementary schools, has a history of success opening high performing elementary schools, which serve students in grades Kindergarten through four. KNCPE will grow slowly with one grade at a time to maximize the school’s chances of establishing a strong, healthy, learning culture. This, in turn, greatly increases the school’s likelihood of success in improving the abilities and habits of all students. Growing one grade level each year minimizes the amount of variation attributed to new staff, new curriculum, and new students. The benefits of this strategy are proven and are at the core of every KIPP school’s successful track record.

Research also shows that students in small schools come to class more often, drop out less, earn better grades, participate more often in extracurricular activities, feel safer, and show fewer behavior problems.¹ For this reason, KNCPE will start with 96 students in each grade, allowing new students to fill opened seats in the following years up to a total of 96 students per grade level, with an enrollment assumption each subsequent year of 90% retention for a total of 480 students at capacity in year four.

Enrollment Summary

Grade Level	Number of Students					
	Year 1 2015	Year 2	Year 3	Year 4	Year 5	At capacity 2018
K	96	96	96	96	96	96
1	96	96	96	96	96	96
2	0	96	96	96	96	96
3	0	0	96	96	96	96
4	0	0	0	96	96	96
5 – 12	0	0	0	0	0	0
Total	192	288	384	480	480	480

Target Communities

KNCPE will open with the support of KIPP Nashville to serve students in east and north Nashville and will primarily serve students in the Maplewood, White’s Creek, Hunter’s Lane, and Stratford Clusters. It is anticipated, based on census data, that the student population at KNCPE will look much like that of KAN (which serves an adjacent geographic area). At KAN, 85% of students qualify for free/reduced lunch, 88% of students identify as African American,

¹ William Ayers, Gerald Bracey, and Greg Smith. *The Ultimate Education Reform? Make Schools Smaller* (Center for Education Research, Evaluation, and Innovation, December 2000).

8% identify as Hispanic, 3% white, and 1% “other.” 7% qualify for ELL services and 13% qualify for SPED services.

Need for the School

KNCPE will be open to all students throughout the MNPS district who are eligible for enrollment in an MNPS school; however, the school’s recruitment efforts will be focused on students zoned to elementary schools in east and north Nashville performing at sub-satisfactory levels. The goal is to provide a high-quality school option for students who live in the attendance areas that feed Maplewood, Stratford, White’s Creek and Hunter’s Lane high schools. In 2011, these four high schools served over 4,000 students, yet only 68 seniors earned college-ready² ACT scores. In fact, Tennessee is one of the lowest achieving states on the ACT, with an average ACT composite score that is higher only to that of Mississippi (and is, therefore, outperformed by 48 states). This area has been chosen because of the community’s demographics, which are primarily low-income families with limited higher education attainment; and its schools, which are currently under-performing or demonstrate significant gaps in student achievement based on race and/or socio-economic status.

Many of the schools serving these communities are in improvement status, and TCAP data from the schools in this target area also reveal lower overall student performance than that of MNPS peers and students throughout the state. This speaks to the need in these communities for a high-quality school option that will prepare all students not just for graduation from high school, but graduation from college.

The State’s annual Report Card reveals that students in north and east Nashville do not currently have quality elementary school options. The sub-satisfactory elementary schools in east and north Nashville combined to earn the following academic achievement scores in 2012:

School	TCAP Achievement Scores			
	Math	Reading	Social Studies	Science
Bordeaux	D	D	D	F
Cumberland	D	D	D	F
Inglewood	F	F	F	F
Kirkpatrick	F	F	F	F
Neely's Bend ES	D	D	D	D
Robert E. Lillard	C	C	C	D
Ross	D	D	F	F
Shwab	F	F	F	F
SCA ES	D	D	C	D
Tom Joy	D	D	D	F

Achievement Totals:

A = 0 B = 0 C = 4 D = 19 F = 17

² <http://www.washingtonpost.com/blogs/answer-sheet/post/2011-act-scores-show-problems-with-college-readiness/2011/08/16/gIQABKu4JJ_blog.html>.

As is reflected in the table above, the ten lowest performing elementary schools in east and north Nashville earned an achievement score of “A” in 0% of reporting categories while earning an achievement score of “F” in 43% of performance categories.

The value added scores for these elementary schools were equally troubling with schools earning the following scores according to the State’s 2012 Education Report Card:

School	TCAP Value Added Scores			
	Math	Reading	Social Studies	Science
Bordeaux	B	B	D	C
Cumberland	C	D	F	F
Inglewood	F	D	F	D
Kirkpatrick	D	D	F	D
Neely's Bend ES	D	F	F	F
Robert E. Lillard	B	C	F	F
Ross	A	F	F	D
Shwab	F	F	F	F
SCA ES	F	F	F	F
Tom Joy	A	B	C	C

Value Added Totals:

A = 2 B = 4 C = 5 D = 9 F = 20

As is reflected in the table above, the ten lowest performing elementary schools in east and north Nashville earned a value-added score of “A” in 5% of reporting categories while earning a value-added score of “F” in 50% of performance categories.

KNCPE will provide an instructional program geared toward supporting students who, as evidenced by the performance of current zoned elementary schools in the community, may require more significant intervention to be prepared for college success.

Guiding Purpose and Priorities

KIPP Network

KNCPE will benefit from the support of KIPP—a national network of high-performing schools that are closing the achievement gap in urban and rural high-needs districts throughout the country. Through the KIPP Foundation, KNCPE will have access to research to demonstrate efficacy of common KIPP strategies, formal structures for sharing best practices and lessons, professional development, school quality reviews, stakeholder surveys and related tools, development resources, staff recruitment and selection, leadership training, and frameworks for excellence.

KNCPE will also be uniquely positioned to build on the success of KAN through the support of the regional school support team. KIPP Nashville provides cohesive support to all KIPP schools within the Metropolitan Nashville area. The KIPP Nashville School support team will provide instructional, operations, and development support, in addition to an array of other services that will benefit KNCPE students.

Five Pillars

KNCPE will accomplish its mission of providing students in these communities a path to college by adhering to KIPP's Five Pillars (High Expectations, Choice and Commitment, More Time, Power to Lead, and a Focus on Results). The school will be characterized by the following elements of high-performing schools:

- Rigorous, standards-based, college preparatory curriculum
- Longer school day and school year
- Strong behavioral management system
- A school culture of academic achievement
- Committed and driven teachers

These characteristics are foundational to the model KNCPE will implement, with standards-based curriculum and assessments; extended school day, week and year, as well as strategies to increase instructional time within the school day; a behavioral management system that utilizes positive reinforcement and frequent parent communication to facilitate seamless support of appropriate behavior; a school culture that is focused on preparing students for success in college and beyond; and a staff of committed, driven teachers who are developed to engender superior results from their students and retained and rewarded when they do so.

Measuring Achievement of Priorities

Like all schools in the KIPP Network, KNCPE will utilize Six Essential Questions to measure our progress, keep us focused as we grow, and ultimately help our students attain a college preparatory education. The six questions will guide our analysis and decision-making regarding the overall health of our school. KNCPE will collect data to answer each question, analyze and act on this data on a quarterly basis, and report it annually to the KIPP Foundation. The KIPP Foundation will then release the data publically as part of the annual KIPP Report Card. The Six Essential Questions are listed below.

Question 1: Are we serving the children who need us?

Question 2: Are our students staying with us?

Question 3: Are KIPP students progressing and achieving academically?

Question 4: Are KIPP alumni climbing the mountain to and through college?

Question 5: Are we building a sustainable people model?

Question 6: Are we building a sustainable financial model?

Specific Barriers

In the following sections, we outline the ways in which we will structure our program to best suit the learning needs of our intended population. In addition, there are specific barriers we are planning for that warrant mention.

Vocabulary Gap

Extensive research indicates that low-income, minority children and ELLs typically arrive at school in Kindergarten with smaller oral vocabularies than their middle-income peers.³ Small

³ Hart & Risley. (1995) *Meaningful Differences in the Everyday Experience of Young American Children*. University of Kansas

vocabulary size leads to difficulties with comprehension, especially as students reach upper elementary grades.⁴

Thus, KNCPE will employ explicit vocabulary instruction beginning in Kindergarten in order to prevent the vocabulary gap – and subsequent comprehension gap – from developing in our students. KNCPE teachers will utilize aligned, school-wide lists of root words, affixes, and whole words to teach daily vocabulary lessons. Teachers will also build curiosity for new words in students by teaching them how to use context clues, dictionaries, and thesauri to find their meanings.

Students Entering After Kindergarten

In KNCPE’s first year of operation, first grade students may arrive without yet having mastered Kindergarten standards. In subsequent years, students who join first, second, third, or fourth grade from other elementary programs, may arrive with significant gaps in standards mastery. KNCPE will use diagnostic data to identify gaps, determine necessary interventions, and address these gaps by providing individualized remediation to students. The daily schedule in each classroom will allow significant time for students to conference one-on-one or in small, differentiated groups with their teacher. Classroom teachers will be responsible and accountable for moving all of their students, including those who are new to KNCPE, up to or above grade level in ELA and math.

II. School Development

School Development

Provide an overview of the design and development of your proposed school.

- Describe how the concept of your proposed school emerged and detail the process/steps taken to develop your plan from abstract idea to concrete proposal. [Optional: Include the timeframe for each task (i.e., research, drafting, etc.)].
- Detail who participated on the design team and explain the specific roles, responsibilities and contributions of each design team member.
- If an existing school or organization, provide a summary of how teachers, staff, administrators, parents and where applicable, students, participated in the development of the school plan.

Emergence of KNCPE

The KIPP Nashville team began developing plans for KNCPE at the start of 2012. The concept of opening an elementary school was born from KIPP Nashville’s strategic planning process, which began in January, 2012 and concluded with KIPP Nashville board of directors’ approval on January 28, 2013.

School Design Team

Many KIPP Nashville team members played significant roles in the development of the school plan during this process, including the following:

Name	KIPP Nashville Role	Roles & Responsibilities
Randy Dowell	Executive Director	<ul style="list-style-type: none">• Created the vision for future school growth, including the decision to

⁴ Snow, Porche, Tabors, & Harris. (2007) *Is literacy enough? Pathways to academic success for adolescents*. Baltimore, MD: Paul H. Brookes.

*KIPP Nashville College Prep Elementary Charter Petition
2013*

		<p>extend from middle and high schools to elementary schools</p> <ul style="list-style-type: none"> • Drafted the elementary school design process
KIPP Nashville parents (including Camiqueka Fuller)	KIPP Academy Nashville parents	<ul style="list-style-type: none"> • Provided the urgent request that KIPP Nashville develop an elementary school plan to serve more students earlier in the education process
Meghan Little	Chief Academic Officer	<ul style="list-style-type: none"> • Developed the KIPP Nashville academic model • Created the model for the centralization of academic systems and structures across current and future KIPP Nashville schools • Participated in the development of the elementary school design
Thomas Branch	Director, Finance & Operations	<ul style="list-style-type: none"> • Developed the KIPP Nashville finance model for current and future KIPP Nashville schools
Kristin Wiens	Academic Dean & KIPP Elementary Fisher Fellow	<ul style="list-style-type: none"> • Led research and development of the detailed elementary school design
Jim Flautt	KIPP Nashville Board Chair	<ul style="list-style-type: none"> • Worked with board and management to support the development of the KIPP Nashville strategic plan, including the plan to launch KIPP Nashville elementary schools
Will Ed Settle, Chris Dowdy, Ellen Carr, & Rick Theobald	KIPP Nashville Board Strategy Committee	<ul style="list-style-type: none"> • The BOD Strategy Committee provided planning oversight and strategic guidance
<p>KIPP Nashville Board of Directors (BOD)</p> <ul style="list-style-type: none"> • Jim Flautt • Rob Elliott • Daphne Butler • Felice McCoy • Brad Smith • Elizabeth Dennis • Larry Trabue • Rich Wolfson • Drew Goddard • Camiqueka Fuller • Denise Boosalis 	Governance & Oversight	<ul style="list-style-type: none"> • Approved KIPP Nashville strategic plan including plan to launch KIPP Nashville elementary schools

Development Process

The KIPP Nashville strategic planning process, which included the plan for KNCPE, was broken into several components, including research, design, and drafting. Research began in January, 2012, and by June, 2012 the scope of the plan had been approved by the KIPP Nashville BOD Strategy Committee.

From July, 2012 through January, 2013, the KIPP Nashville management team honed the plan with Thomas Branch leading the development of the KIPP Nashville financial model and Kristin Wiens leading elementary school design research.

On December 7th, 2012 Kristin Wiens was named an Elementary Fisher Fellow and authorized to open a KIPP elementary school in Nashville by the KIPP Foundation.

On January 3, 2013, KIPP Nashville Executive Director Randy Dowell met with Carol Swann and Alan Coverstone of the MNPS Office of Innovation and Rich Haglund of the TN Department of Education to preview KIPP Nashville's growth plan, including the plan to develop elementary schools.

On January 12, 2013, the KIPP Nashville BOD previewed the strategic plan during their annual board retreat. At the January 28 BOD meeting the KIPP Nashville board voted to approve the KIPP Nashville strategic plan including the launch of KNCPE in 2015 and two additional KIPP Nashville elementary schools to follow in 2017 and 2018.

Stakeholder Involvement

Teachers, staff, administrators, and parents at KIPP Nashville have expressed their desire for a KIPP elementary school since Randy Dowell opened the school in 2005.

Teachers, staff, and administrators at KIPP Academy Nashville, while competent at remediating students who are behind, frequently express that they would be far more effective at preparing their students for matriculation into and success in college if students arrived on grade-level in fifth grade. KNCPE will send all fourth graders to middle school with the skills they need to achieve at or above grade level in middle school. Middle school teachers will then be able to focus on teaching more rigorous content. In addition, several teachers at KIPP Academy Nashville have previous experience as elementary teachers and are interested in working at KNCPE in the future.

KIPP Academy Nashville is committed to sharing students' present levels of performance honestly and openly with families, and parents frequently express surprise and disappointment upon learning that their new fifth grade student is several years behind grade-level in reading, writing and math. While they appreciate the teachers' efforts to catch students up once they arrive at KIPP, parents wish that their child had never fallen behind in the first place. Marsha Pope, former president of the KIPP Parent Involvement Committee, and KNCPE will be committed to ensuring this ceases to happen. Many parents of KIPP Nashville middle school students have expressed their plans to enroll their younger children at KNCPE.

III. Academic Focus and Plan

Academic Focus and Plan

Describe the academic focus of the school. Tennessee law describes an academic focus as “a distinctive, thematic program such as math, science, arts, general academics, or an instructional program such as Montessori or Paideia.” T.C.A. § 49-13-104.

Outline the school’s academic plan, defined by the law as “a platform that supports the academic focus of the charter school and will include instructional goals and methods for the school, which, at a minimum, shall include teaching and classroom instruction methods, materials and curriculum that will be used to provide students with knowledge, proficiency and skills needed to reach the goals of the school.” T.C.A. § 49-13-104. In your outline,

- Articulate how the academic focus supports the school’s mission.
- Describe research supporting the academic plan.
- Detail the proposed instructional goals and methods.
- List specific requirements for implementing the particular approach used, such as co-teaching or aides, technology needs, physical space, etc.
- Explain why the instructional strategies are well-suited for the targeted student population.
- Explain how the plan will meet the needs of students with disabilities.
- Explain how the plan will meet the needs of English language learners
- Explain how the academic program aligns with Common Core Standards and Tennessee State Performance Indicators.
- Describe the proposed class size and structure for the plan.

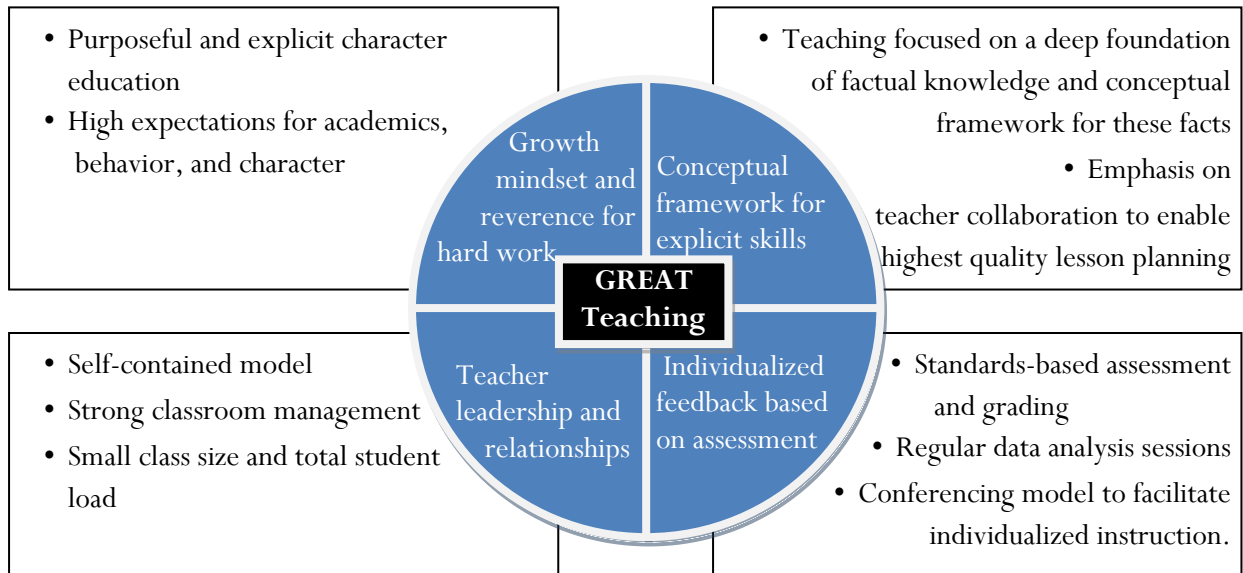
Academic Focus

In accordance with our mission of cultivating in our students the academic and character skills needed for them to succeed in middle school, high school, college and life beyond, KNCPE’s academic focus will be on a college-preparatory academic and character education. KNCPE will achieve this mission through one foundational educational philosophy: great teaching closes the achievement gap.

Research has consistently proven the impact of effective teaching, and the obvious benefits of learning from effective teachers year after year. A now famous report from the 1996 Tennessee Value-Added Research and Assessment Center found that students assigned to a “top-quintile” teacher for 3 continuous years scored at a level over 50 percentile points greater than students assigned to a bottom quintile teacher. That’s a difference wider than the achievement gap itself (Sanders and Rivers). Research drives our beliefs about the essential elements of great teaching.

At KIPP Nashville, we believe that all children are capable of learning at high levels when they are provided with (1) a school culture that teaches them the power of a growth mindset and the critical importance of hard work, (2) a conceptual framework that enables permanent mastery and effective transfer of explicit skills, (3) prompt individualized feedback based on frequent, purposeful assessments, and (4) strong teacher leadership that engenders supportive and transformative relationship with each individual student.

Because this philosophy informs our entire school design, each component merits more explanation.



- **A school culture that teaches students the power of a growth mindset and the critical importance of hard work:** Carol Dweck’s extensive research has proven that a growth mindset (the belief that hard work, not innate ability, leads to success) has a positive impact on achievement.⁵ We deliberately praise scholars for demonstrations of self-determination and teamwork and deliver explicit and aligned character education in every grade level.
- **Conceptual framework that enables permanent mastery and effective transfer of explicit skills:** The work of the National Research Council proves students must “(a) have a deep foundation of factual knowledge, (b) understand facts and ideas in the context of a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.” Their research also shows that “a ‘metacognitive’ approach to instruction can help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them.”⁶ In order to create the meaningful learning that sticks with children and that they can apply in new contexts, we have to plan carefully and reflect constantly on our instruction. Because this work takes intense intellectual effort, teachers work in co-planning teams and have significant time to collaborate to create their units and lessons.
- **Prompt individualized feedback based on frequent, purposeful assessments:** Of course, not all students have the same knowledge and skills. Teachers must constantly assess their students, both formally and informally, to determine what they know and do not know. These assessments are meaningless, however, if teachers fail to make sense of the data or to

⁵ Dweck, Carol. (2000) *Self-Theories: Their Role in Motivation, Personality, and Development*. Lillington, NC: Edwards Brothers.

⁶ Bransford, John D., Ann L. Brown, and Rodney R. Cocking, (eds.) National Research Council. *How People Learn: Brain, Mind, Experience, and School*. Washington DC: National Academy Press, 2001. Print.

follow-up on the data.⁷ We lead teachers through frequent data analysis and develop action plans for improving whole class and individualized instruction. Our instructional model allows teachers ample time to meet individually with students during the school day, providing targeted instruction and reinforcing the message that we expect *all* of our students to meet our high expectations for them.

- Strong teacher leadership that engenders supportive and transformative relationship with each individual student:** As a recent Mid-Continent Research for Education and Learning study reports, “One of the strongest correlates of effective teaching is the strength of relationships developed with students.”⁸ Students need to be cared for and led by a teacher who creates a positive classroom culture that encourages all students to learn. Because time and attention are key ingredients in creating these transformative relationships, we employ a self-contained model. We limit student – teacher ratio at 16:1, based on research from the Tennessee STAR project that small class size matters most in grades K-3. These structural elements, combined with our extensive professional development in creating a positive classroom culture, foster the strong, positive relations critical for long term academic success.

Instructional Goals

At KNCPE, we will hold ourselves and our students accountable for achieving at the highest levels. Our aspirational instructional goals are outlined in the table below. Annually, the CAO will set performance targets for KNCPE in each content area.

	English Language Arts	Math	Science	Social Studies
Kinder	<p>All students achieve mastery of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards</p>	<p>All students achieve mastery of standards</p>
1st Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p>	<p>All students achieve mastery of standards</p>	<p>All students achieve mastery of standards</p>

⁷ Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.

⁸ Goodwin, B. (2010) *Changing the Odds for Student Success: What Matters Most*. Denver, CO: Mid-continent Research for Education and Learning (McREL).

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	<p>All students read on or above grade level according to STEP</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>	<p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 50th percentile or above on end of year the MAP assessment.</p>		
2nd Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p> <p>75% of students score Advanced or Proficient on Practice ELA PARCC (administered by school)</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p> <p>75% of students score Advanced or Proficient on Practice Math PARCC (administered by school)</p>	All students achieve mastery of standards	All students achieve mastery of standards
3rd Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>100% of students score Advanced or Proficient on ELA PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>100% of students score Advanced or Proficient on Math PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	All students achieve mastery of standards	All students achieve mastery of standards
4th Grade	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students read on or above grade level according to STEP</p> <p>100% of students score Advanced or Proficient</p>	<p>All students achieve mastery of standards of grade-level Common Core state standards</p> <p>All students meet grade level fluency goals set by the CCSS.</p> <p>100% of students score Advanced or Proficient</p>	All students achieve mastery of standards	All students achieve mastery of standards

	<p>on ELA PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>	<p>on Math PARCC</p> <p>All students reach the 75th percentile or above on end of year the MAP assessment.</p>		
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Curriculum

At KNCPE, learning standards will drive the curriculum. KNCPE will implement the Common Core State Standards (CCSS) in accordance with Tennessee’s full adoption of them in the 2014-15 school year. We are incredibly excited by the transition to the CCSS, as they are directly aligned with our mission to prepare students for college and career readiness. To equip our teachers with the tools necessary to successfully implement the CCSS, KNCPE will train teachers not only on interpreting the knowledge and skills mandated by the standards, but also on implementing the pedagogical shifts implicated by the standards. In literacy, these shifts include focusing on increased text complexity, academic vocabulary, reading, writing and speaking with evidence from texts, reading a balance of literary and informational text, and learning through non-fiction reading in the content areas. In math the shifts include a narrowing and deepening content focus, coherence within and across grade levels, and an equal balance of fluency, deep conceptual understanding, and application. We will continue to use the Tennessee state-mandated standards for science and social studies, and will supplement them with the Common Core literacy in the content areas standards.

We believe that teaching is an intellectual pursuit and that student results surge when teachers have clear accountability for learning outcomes. KNCPE will teach Common Core State Standards as mandated by the State of Tennessee. Teachers will be provided with a standards guide that provides assessment items aligned to each standard, standards-based report cards, a schedule of standards assessed by quarter, and standards-based quarterly benchmark assessments. Then they will be given time in a collaborative school culture to develop units of instruction that align with those standards and enable success on those assessments. The school leader or assistant principal will give rigorous feedback on all units of instruction before they are approved for teaching.

As more states fully transition to the CCSS over the next two years, we know that curriculum materials will continue to be refined and revised. The KNCPE school leader will devote time over the next two years to identifying materials that are being implemented with success and choosing appropriate sets of textbooks and teaching materials to support math, science, and social studies instruction. In ELA we will purchase texts that are aligned to the text complexity guidelines released by the Common Core.

Instructional Methods

We believe great teaching employs a mix of whole class instruction, group and class discussions, and significant amounts of individual conference time.

Whole group instruction: KNCPE teachers strive to develop a conceptual framework for skills by engaging students fully in their own learning. In general, we present new information by having students grapple directly with new concepts, rather than learning passively by watching teacher

demonstrations, listening to lectures, or learning “tricks” to get the right answer without fully understanding why. For instance, math instruction commonly follows a sequence: give scholars a challenging problem, allow them to grapple with the challenge, and then facilitate classroom discussion in which scholars explain their approach to classmates and work as a team to solve the problem correctly and to understand deeply enough that they could transfer their learning to other related, but not identical, situations. In literacy, we also provide forums for students to grapple with difficult texts and skills. This approach leads to both deeper understanding (by putting the heavy thinking on scholars) and to stronger communication skills (by focusing on discussion).

Small group and individual instruction: A significant portion of each teacher’s instructional time is spent on small group and individualized instruction. This individualized feedback allows us to follow up on what specific scholars are struggling with or need to be pushed on. For instance, we employ a reading workshop method that provides scholars with large chunks of independent reading time. During this time, the teacher can pull an individual student to work on a specific skill, push comprehension strategies deeper, or monitor a student’s text choice. During writing workshop, a teacher conferences with students on their own writing and provides specific, individualized feedback on content or conventions in a written piece. This conferencing model is enabled by our low student-teacher ratios. There are only 16 students per teacher in the primary grades; a maximum of 25 students per teacher in fourth grade.

Curriculum Components

- **Reading Workshop**

Children learn to read by reading. Unfortunately, many children do not read enough at school and most spend the reading portion of their day holding books that they cannot read. On average students spend 10 minutes a day actually reading during the school day; in many classes the majority of the “reading” time is spent doing crossword puzzles, writing in reading logs, answering comprehension questions, and doing projects. We believe that we need to teach children how to read in an authentic manner that reflects real adult reading experiences. Children need to read independently. They need to read books of their own choosing. They need to read at their own pace and their own level. They need to learn the skills that adults use while reading. They need to learn to gain meaning from the text, think about the text, talk about the text, and have texts expand their vocabulary and their world view.

Because of this belief in how and how much students should read during the day, we will be using the Reading Workshop model devised by the *Teachers College Reading and Writing Project*⁹ at Columbia University. Reading instruction in this model includes the following components:

Full Group Mini-lesson or Guided Reading: Lessons will begin with a mini-lesson on a skill that readers use while approaching texts (for instance, “readers use context clues to determine meaning of unfamiliar words” and “readers ask themselves if they understand what they are reading”). During this mini-lesson, the teacher explains the strategy and then has students

⁹ The Readers and Writers project has a deep research base. The most recent set of research can be found here: <http://readingandwritingproject.com/about/research-base.html>

practice this strategy. Grade level skills are taught in full-group mini-lessons, while differentiated skills are taught to small groups organized by students' step levels during guided reading.

Independent Reading: After the mini-lesson, students read independently for a long period of time to build their stamina as readers; for kindergarteners early in the year, this could be 10 minutes, but by third grade it should be close to 45 minutes.

Conferences, guided reading, and strategy lessons: During independent reading time, teachers meet with students individually in conferences. This enables teachers to provide one-on-one instruction to students so that they can tailor instruction to the students' exact reading abilities. Teachers also pull small groups of readers for strategy lessons and guided reading.

Book share: After independent reading, students meet with their book buddies or as a whole class to discuss their books and/or the strategies that they used. In Kindergarten and sometimes 1st grade, students sometimes read with their book buddies.

Conclusion: At the end of book sharing time, the teacher highlights how students were using the strategy discussed or possibly previews tomorrow's strategy lesson.

Students' reading will be graded based on the progress that they are making in improving their reading level. Students will be assessed frequently during reading conferences and formally assessed at the end of each quarter. Student report cards will contain their reading level, as indicated by the STEP assessment.

Although students will read for an extended period of time during the school day, this is still insufficient to make them advanced readers. Students also need to read at home every night. As part of the Life Work every day, they will bring home a book or books that they should be reading. In the early grades, students should read books aloud to parents and have parents read books aloud to them as well. In the upper grades, students will be given goals of how many minutes they should be reading each night.

- **Writing Workshop**

Just as students learn to read by reading, students learn to write by writing. Our school will employ a writer's workshop model where students spend an hour each day in the actual craft of writing. As with the reading workshop, the writing workshop will begin with a mini-lesson that teaches a skill that writers use. The teacher will explain this skill, demonstrate this skill, and then ask students to engage in practicing this skill. These lessons will cover a mix of mechanics and conventions. For instance, mini-lesson topics could include: Writers stretch out words in order to spell them, Writers use punctuation at the end of sentences, or Writers use descriptions to bring life to their stories. Writing workshop mini-lessons will often include read-alouds or rereading of certain sections of favorite class books so that writing can be grounded in response to text.

After mini-lesson, students will work on their individual writing piece. In their individual pieces, students will work on writing in a variety of genres to write about their lives, their

experiences, and their knowledge. For instance, during a science unit on insects, students could write informational texts about what they have learned. Before writing these texts, they will examine a variety of informational texts and study the genre through a series of mini-lessons. Older students will engage in revision, for through the revising, editing, and rewriting stages, we hope to develop purposeful writers who demonstrate a growing knowledge of the mechanics and conventions of writing in a variety of genres. We will follow the genre recommendations of the CCSS and maintain the appropriate balance between narrative, informational, and opinion texts.

- **Read-Aloud**

Read Aloud is a vital part of any literacy program. Each day, students will enjoy at least one read-aloud with accountable talk. In this section of the day, teachers will model conversation norms, literary talk, and reading strategies. Students will be expected to talk with partners and practice these skills during this time. Teachers should incorporate at least one read-aloud with accountable talk into each day, but he or she should feel free to read aloud to the students as many times as possible during the course of the school day, including during science, social studies, mini-lessons, math, and writing.

- **Shared Reading**

Shared reading gives students the experience of reading a text together. Teachers are expected to read shared reading texts with the students chiming in as they learn the texts. After students have become familiar with the book, teachers can use it to deepen comprehension work on texts aligned to Common Core text complexity bands, examine text features, observe word patterns, search for phonics rules, examine punctuation, search for parts of speech, etc.

- **Phonics and Phonemic Awareness**

Wall Cards

Wall Cards are the focus of word study in Kindergarten through second grades. Wall cards are a system of teaching the phonetic sounds so that children memorize all the possible ways to form a sound. Teachers lead wall cards in a call-and-response format where the teacher calls out the name of the card and the children repeat it. The teacher then works through the alphabet in a systematic and grade appropriate way. Students should recite wall cards every day, although they are not required to recite all wall cards on any given day. All teachers should have all wall cards up in their classrooms at all times and should model how to use the wall cards when spelling independently. Teachers should individualize wall card routines to their classroom curriculum. In classes studying short e, instead of just going through the short e wall card, the teacher should pause and ask students to generate a list of words that have short e in them or complete another short e activity.

Phonics Instruction

Teachers will use a phonics program to develop phonics skills and phonemic awareness. We are considering both Wilson and FUNdamentals by Reading Action as possible phonics programs. Word study lessons should be tailored to each specific class to ensure that students are all mastering their grade-level phonics standards.

- **Interactive Writing**

Interactive writing is another chance in the day to provide a teacher-guided lesson on writing. During Interactive Writing, students gather on the rug to work with the teacher to complete a class-wide writing project. The teacher starts with control of the pen (or marker) that is being used to write on a piece of chart paper. The class might be writing a thank you note to a parent who volunteered in the classroom or making a chart of the difference between deciduous trees and coniferous trees. The students will generate thoughts and the teacher will model how to translate these thoughts into writing. He or she will demonstrate how to spell, punctuate, and space writing. As students gain writing skills throughout the year, they will start participating in the writing more, taking turns coming up to write letters, words, and punctuation marks. This segment of the writing curriculum focuses much more on conventions such as spelling, grammar, punctuation, and handwriting than the writing workshop does. The focus of interactive writing will change as the students age: for instance, teachers will transition from focusing on handwriting and spacing in lower elementary to focusing on grammar in upper elementary.

- **Poetry**

The memorization and recitation of poetry will be an integral part of the KNCPE elementary school. Students in all classes in the primary grades will memorize approximately 15 poems over the course of each school year. Memorizing poetry will help students develop vocabulary, fluency, prosody, memorization skills, and public speaking presence and confidence. Students will be expected to learn a poem approximately every two to three weeks; occasionally, shorter poems will only necessitate a week while longer ones might require several weeks. Poems should be practiced daily in class and during Life Work.

- **Math Fluency**

Math fluency is a time for students to practice recalling math facts – e.g. counting, adding single digit numbers, multiplication tables – quickly and accurately. We want our students to be able to perform these operations quickly in their heads so they can spend their energy on higher order thinking. Students will be held to grade level fluency expectations as dictated by the Common Core State Standards.

- **Introduction to New Math Material**

Daily, students participate in a mini-lesson where the teacher presents a new skill as well as the underlying mathematical rationale for the skill. Skills are connected to each other in coherent units of study that are backwards planned from the Common Core State Standards. Students engage in guided and independent practice with both the procedural skill and the mathematical reasoning. In the lower grades, this means that students both practice the new algorithm and practice modeling why it works with manipulatives. In the upper grades, students begin to write the rationale for their math in addition to using manipulatives to justify their work.

- **Math Application**

Students at KNCPE will engage in math lessons that provide ample opportunity to develop conceptual understanding of math skills. The teacher will begin each application lesson by posing a performance task to the students. This task is designed to be in the students' zone of proximal development – i.e. the challenge is something they can figure out with the skills they have, but not something they have seen before. Students work independently on the task for several minutes. The teacher then calls the class together for a discussion. During the

discussion, a few students share their work while the others agree, disagree, and ask questions. Discussion provides an opportunity for students to practice explaining their reasoning, evaluate the quality of other's work, and change their thinking. Students also learn that a given challenge can be solved in many different ways. Application tasks occur regularly in units of study, as students master deep understanding of a skill.

- **Math Workshop**

Math Workshop will be a time for students to engage in a spiraled and scaffolded review of previously learned skills. The teacher will use data to determine what skills need to be spiraled and scaffolded over the course of the week based on weekly assessment data. The majority of the class works silently and independently on their problem sets while the teacher calls individual and small groups to meet with her for remediation.

- **Science**

Science will be an exciting hands-on learning time for students. Students will learn about the fundamental truths of the world around them by discovering them for themselves. Developing science content knowledge is not a main goal in our primary grades, but we will expose students to science and to teach them three main ideas: scientists observe things carefully, scientists use characteristics to classify things, and scientists look for patterns. In upper elementary, students will receive 35 minutes of science daily from the science teacher. FOSS science curriculum kits are available for our teachers to use in planning their science curriculum.

- **Social Studies**

In kindergarten through second grade, we will expose our students to the idea of communities – from school communities to global communities – and to teach them some founding ideas about our world and our country. Starting in third grade, our students should receive about 30 minutes of social studies instruction daily. Units of study will align to the revised Tennessee Curriculum Frameworks for Social Studies and will include gaining knowledge through non-fiction text as per the Common Core State Standards.

Alignment of Instructional Strategies to Student Population

KNCPE's curriculum and instructional strategies are based on the work of Brooke Charter Schools in Boston, Massachusetts, the school at which KNCPE school leader, Kristin Wiens, taught prior to joining KIPP. Brooke operates three high-performing K-8 schools that serve a similar population of low-income, minority students, as well as students with disabilities and English language learners. Brooke Charter Schools have a proven record of success over time with students performing at the highest levels in English and Mathematics. For instance, in all tested elementary grades (3-5) in 2012, Brooke Roslindale had the highest percentage of students scoring advanced or proficient in the state in Mathematics and ranked either #1, #2, or #3 among all Boston schools in English.¹⁰ We are confident that if we apply Brooke's instructional strategies to our similar student population at KNCPE, our students will achieve at similar levels of excellence.

¹⁰ <http://www.ebrooke.org/achievement/>

Students with Disabilities and English Language Learners

We are confident that our curriculum and instructional methods will enable students with disabilities and English language learners to achieve at the highest levels. In particular, we know that small group instruction and individualized feedback based on assessment will allow teachers to meet their specific needs. Our approach to ensuring the achievement of students with disabilities and English language learners are outlined in detail in the following section,

IV. Special Populations and At-Risk Students

Special Populations and At-Risk Students

Pursuant to state and federal law, charter schools are required to serve the needs of special student populations, including hiring licensed and endorsed special educators and licensed ESL instructors. School personnel shall participate in developing and implementing the Individualized Education Programs (IEP); identify and refer students for assessment of special needs; maintain records; and hire appropriate personnel as are required in an IEP (ex. Speech/language pathologist, occupational therapist, physical therapist, etc.).

- Detail a comprehensive plan to serve students with special needs including but not limited to those students with federally recognized disabilities; students with IEP's or Section 504 Plans; English Language Learners; students identified as intellectually gifted; and students at risk of dropping out.
- Identify the special populations the school plans to serve, whether through data related to a specifically targeted school or neighborhood or more generalized analysis of the population to be served.
- Discuss how the course scope and sequence, daily schedule, staffing plans and support strategies will meet or be adjusted for the diverse needs of the students.
- Explain specifically how you will identify and meet the needs of students with mild, moderate or severe disabilities in the least restrictive environment possible. Specify the research based programs, strategies and supports you will provide, including the following:
 - Methods for identifying students with special needs (and avoiding misidentification).
 - Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students' access to the general education curriculum; and ensure academic success for special needs students.
 - Plans for monitoring and evaluating the progress and success of special education students, including coordination with the LEA's monitoring and evaluation.
 - Plans for promoting graduation for students with special needs (high school only)
 - Plans to have qualified staffing adequate for the anticipated special needs population including budgetary assumptions
- Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:
 - Methods for identifying ELL students
 - Specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students
 - Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services
 - Means for providing qualified staff for ELL students, including budget assumptions.
- Explain how the proposed school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies and supports that will be provided.
- Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

- Specific research-based instructional programs, practices, strategies and opportunities the school will employ or provide to enhance their abilities
- Plans for monitoring and evaluating the progress and success of intellectually gifted students
- Plans for hiring qualified staff for intellectually gifted students, including budget assumptions.

All of Us Will Learn

In alignment with the national KIPP mission, KNCPE believes that *all* children can and *will* learn and achieve at high levels, regardless of special needs they may have. The instructional strategies and structure of the school model facilitate intensive differentiation and a data-driven approach that students with special needs, such as ELLs and students with disabilities, will benefit from. The school will implement an inclusion model, which allows students to learn in the least restrictive environment with appropriate modifications made by the regular education and special education staff. KNCPE will retain an average of one special education teacher for every 20 students who qualify for an IEP, and one ESL teacher for every 40 students who qualify as ELLs. Each Assistant Principal will oversee the development and implementation of 504 plans as necessary. Daily intervention periods in reading and math provide opportunities for students to receive more intensive, pull-out support as necessary.

Special Populations

Based on the target attendance zones identified for KNCPE, it is anticipated that approximately 13% of students will qualify for special education services and up to another 7% will qualify for ESL services. Because KIPP Nashville, and the KIPP network of schools throughout the nation, were founded to support the needs of at-risk learners and are closing the achievement gap, it is anticipated that the strategies described herein will support effective learning for students who most need intervention, including those students who are not meeting standards, have been identified as ELLs, qualify for special education services and/or 504 Plans and/or have been identified as gifted. An extended instructional day, week and year; small class sizes and a small school at capacity; engaging instructional strategies that have been demonstrated to engender success in at-risk populations; and an authentic approach to differentiation that is based on frequent analysis of reliable assessment measures disaggregated by sub-population and individual student will all support the academic success of special populations. Additional instructional strategies, as outlined in the preceding Academic Focus and Plan section, were devised with the needs of students from special populations in mind. The flexible structure of the school and space for modification within the regular school day and week will benefit students of special populations significantly. Students for whom KNCPE is the least restrictive environment will receive services in an inclusion model, with certified personnel working in tandem with general education teachers to provide the modifications and additional support needed for any students who qualify for services.

Staffing

In the first year, KNCPE will retain one full-time special education teacher, and will add capacity as student needs dictate—KNCPE will maintain a ratio of 20 special education students for every one special education teacher. Based on the enrollment at KAN (where students with disabilities comprise 13% of the enrolled students), it is anticipated that one full-time teacher in the first year for 96 students will provide a small student-teacher ratio and enable this teacher to establish the foundation of special education services at KNCPE, including protocols for expedited child study teams, professional development for founding teachers on providing

appropriate accommodations within the general education setting, codifying the RTI process, and instituting the protocols for the referral process.

KNCPE will provide “highly qualified” and certified special education teachers, commensurate to the size and needs of the special education population. All special education teachers will be responsible for individual case management of their designated special education students and for arranging the provision of services required by their IEP. Before school opens and during the first semester, special education teachers will evaluate all students entering the school for the first time who may qualify for special education services and will collect all existing student records from the school district. A file demonstrating the school’s compliance with providing special education will be maintained. The special education teacher also works collaboratively with the general education teacher to provide classroom and instructional adaptations, identify and explain students’ learning styles and suggest differentiation strategies for instruction. For collaboration and true inclusive programming, teachers will have common planning periods available with the special education teacher to work on student program modifications and consultations. The special education teacher will be considered a consultant to classroom teachers and will have been trained in utilizing different teaching techniques; however, training in special education policies, procedures, techniques and laws will be provided for all staff.

Special education teachers will be required to:

- Ensure that all aspects of the IEP are followed;
- Provide direct services to students requiring services within the classroom or pull-out services for students needing assistance outside the classroom;
- Manage the staff members who provide direct services to students in their case load;
- Arrange for the teachers of the child to attend the team meetings;
- Communicate with parents about progress made toward attaining the goals stated on the child’s IEP, and inform them of due process procedures and rights;
- Consult quarterly with the School Leader or Assistant Principal to ensure that the objectives and goals of students with IEPs are being met;
- Complete the requisite paperwork, update and file necessary information for initial referrals, oversee triennial evaluations, monitor student progress, and provide any/all test modifications as stipulated in the IEP;
- Maintain a central file with all special education evaluation material and IEPs in accordance with FERPA and IDEA guidelines, and;
- Provide a report of student progress on the same schedule as students in general education.

As required by IDEA, the school will collect and maintain the following information on students with disabilities:

- The count of all school-age students with disabilities being provided special education services by age, grade, category of disability and the number of students with disabilities who are Limited English Proficient;
- The number of students provided with test modifications and the types of modifications provided;

- The settings in which students with disabilities receive their services, specifically the portion of the school day they receive services with non-disabled peers including time away from the regular classroom;
- The number of students with disabilities suspended “in-school” and out of school, organized by disability and length of suspensions; and,
- The basis of exit of students with disabilities from KNCPE (*e.g.*, attainment of diploma and type, declassified, moved, etc.).

KNCPE special education teachers will have access to data in Mastery Connect software in order to closely monitor standards mastery progress by student and cohort on benchmark, unit, and weekly quiz assessments. This will allow the special education teacher to target the standards with which each student struggles, as well as celebrate measureable success and improvement. In addition, the special education teachers are able to track student behavior using Live School software to identify both concerning and positive student behavior trends. On a quarterly basis, the special education teacher will meet with the School Leader or Assistant Principal to discuss each student and the progress s/he has made on their goals. At the end of each year, progress will be evaluated and changes will be made as required.

In addition to the services outlined above, other support personnel – psychologist, speech pathologist, occupational therapist, physical therapist or social worker – will be retained as needed through a qualified vendor.

Staffing for LEP Students

School leadership will give hiring preference to teachers with ESL certifications to ensure a regular education teacher on staff is equipped with the strategies necessary to support students who are identified as Limited English Proficient (LEP). LEP students will receive intervention instruction from a certified ESL teacher who is also a regular education teacher, but a designated ELL teacher is not currently in the staffing plan due to the low number of ELLs anticipated. KNCPE is prepared to retain a designated ESL teacher for every 40 students who qualify for ELL services. The Assistant Principal will oversee supports and assessments for ELL students if the number of ELL students does not warrant the retention of a full-time ESL teacher.

Students with Disabilities

Identification

KNCPE will follow the protocols in place in Metropolitan Nashville Public Schools to identify students who may be in need of special services. These protocols include providing students with routine screenings for vision and hearing, progress monitoring student performance and students’ response to intervention (RTI). Child-study teams will be initiated for any students who are not meeting standards and not making anticipated progress with the RTI system of interventions. These teams will make referrals through the special education identification process (which may include evaluation by an outside entity for eligibility and/or to their family physician for evaluation of a medical condition). If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

Should a student be recommended for special education services as the result of a child-study team or teacher recommendation, the IEP team will convene to review all data – the material on the referral form, the written report of the assessment team and information from the referring team – to determine eligibility for special services. The IEP will contain the student’s present level of academic performance, annual goals of the program, short-term objectives, identification of special services that are needed, projected timeframe to meet goals, service delivery grid and evaluation procedure. A certified special education teacher will regularly conduct an evaluation of special education programming for compliance and quality control. Using the following data, reports will be made available: required evaluations and service timelines, behavioral suspensions, academic grades, and assessment scores.

Strategies and Programming

KNCPE will use a research-proven inclusion model¹¹ of special education to provide students appropriate educational services in the least restrictive environment. This means that most students with IEPs will receive services within the context of the general education classroom with the targeted assistance by the special education teacher. The goal is for students to remain in the general education setting for all instruction. The full-inclusion model allows students to receive individualized and small group instruction within the general education classroom setting to engender the following benefits:

- Transference of knowledge and exposure to the course content;
- Deeper level of instruction (Differentiation of instruction, cooperative learning, peer tutoring, group projects);
- Removal of stigma of receiving special education services and;
- Maximized student involvement with non-disabled peers.

The test accommodation for a flexible setting will be adhered to as IEPs dictate, and students for whom the accommodation is applicable will be allowed to take their assessments in a designated classroom. Special assessment accommodations will be given during state/district assessments. State performance indicators are used in the development of students’ IEPs, aligning their skills with the expectation of Metropolitan Nashville Public Schools. Modifications of class work, class projects, assessments and homework are ongoing with the full inclusion model of instructional resource services.

Monitoring and Evaluating Progress

Because the school model relies on data to drive instruction and intervention, and because those data is communicated with parents as it is collected (including weekly progress reports, quarterly report cards, and state and nationally norm-referenced assessment data sent home as it is received by the school), frequent communication with parents about the progress of their child will be ongoing. Every progress report given to parents will be monitored by special education staff and include feedback on the child’s progress from the child’s special education teacher. The special education teacher will also be available to parents to address academic and social adaptation issues, in addition to providing guidance on IEPs and IEP meetings.

¹¹ Sailor, 2003: http://www.forumeducation.org/downloads/schoolwide_applications_model.pdf

Promotion

All special education students will meet the same promotion criteria to move to the next grade, with appropriate modifications made as IEPs dictate.

English Language Learners

The Tennessee Board of Education has an English as a second language (ESL) program policy (3.207) that KNCPE will follow. It is designed to set the minimum standards for Tennessee school districts in providing services to non-English language background (NELB) students who are also limited English proficient (LEP). These students are referred to as English Language Learners (ELLs).

Identification

Upon enrollment, the school will identify whether a student is an LEP learner by first checking the student's registration information regarding non-English home language, if applicable. Each parent enrolling his or her child will be given the home language survey to determine the predominant language spoken in the home. If the assessment indicates that there is a language being used other than English, the child will then be classified as NELB and assessed for English proficiency using the English Language Development Assessment (ELDA). However, if the NELB student has documentation from a previous district of meeting the definition of fluent English proficient (FEP), the student will then be assessed with the state-approved English language proficiency test to determine whether (s)he is LEP. Students' eligibility for the program will be annually re-assessed with the ELDA.

Monitoring and Evaluating Progress

In addition to the weekly, unit, and quarterly exams, NWEA Measures of Academic Progress (MAP, a nationally norm-referenced assessment), and quarterly literacy assessments given to each student annually to measure academic growth, ELL students will take the ELDA each spring until they reach a level 5. Data on assessments will be disaggregated for LEP students by the ELL-certified learning specialist during data analysis days to measure the longitudinal progress of LEP students against that of their native English-speaking peers. This bi-annual review of student growth will inform adjustments to the service delivery model for ELL students.

Strategies and Programming/Staffing

ELL support at KNCPE relies on collaboration between the ELL-certified learning specialist and the content teachers. KIPP Nashville will staff an average of one ELL-certified learning specialist for every 40 ELL students. The learning specialist supports content teachers in planning, pushes into ELA instruction, and provides pull-out services for support in other content areas during tutorial block. All ELL students work toward mastering the same standards as native English-speaking students. In ELA classes, this is facilitated through the reader's and writer's workshop model. The reader's workshop structure starts with a whole group mini-lesson, followed by students reading their independent book to practice the mini-lesson skill as well as previously taught spiraled skills in a text that is appropriate for their reading level. Research shows that repeated reading of books on a student's level as they are acquiring a second language is critical to language development for ELLs.¹² During the independent reading

¹² Carlisle, J.F., M. Beeman, L.H. Davis, & G Spharim. (1999). Relationship of metalinguistic capabilities and reading achievement for children who are becoming bilingual. *Applied Linguistics*, 20, 459-478.

time, the learning specialist will push into the reading class to confer with ELL students or pull a group to do guided reading with students as they need the support. The writer's workshop model follows the same structure. During the independent work time, the learning specialist is able to provide additional support throughout the writing process.

Students Who Are Not Meeting Standards

The entire KNCPE model, including frequent assessment, data-driven instruction, highly engaging instructional best practices, consistency in protocols and expectations, extended instructional time and all the strategies described herein were identified for use at the school because it is anticipated the majority of students who enroll will have initial difficulty meeting standards.

Further, KNCPE will implement the Response to Intervention (RTI) approach to provide intensive intervention for students who do not qualify for special education services but require additional support to master standards through the child study process. The school leader will provide oversight, structure, and follow-up in managing the intervention program by overseeing the implementation of the program by the appropriate Assistant Principal.

The child study process is in place to help grade teams identify students about whom they have academic or behavioral concerns. The team comes together as needed, identifies the concerns and then agrees on strategies every teacher will implement consistently to address the concern. Teachers use the PRIM (Pre-referral Intervention Manual) as a resource for intervention strategies, as well as ideas or recommendations from the Assistant Principal, school leader and/or KIPP Nashville instructional staff. The teachers commit to implementing those strategies for 3-4 weeks. After 3-4 weeks of implementing and documenting the strategies, the team comes back together to determine if: (1) The child study strategies worked, in which case they'll keep the interventions; (2) The strategies did not work and the team wants to repeat the process with different strategies; or (3) The strategy did not work and the team wants to refer the student for evaluation for additional services. Please see Attachment 23 for a copy of the Child Study Template.

The team will use the data from ongoing screenings, such as the MAP and interim assessments to place each student in appropriate interventions that will meet their learning needs, as well as measure the impact the interventions have had on the student. The Assistant Principals will access assessment data in Mastery Connect, when applicable, to track student data over time and ensure the child study team approach is providing appropriate support to students as needed.

Students receiving Tier 3 intervention will complete systematic intervention programs as needed such as Wilson Just Words, Read Naturally, or Key Math. These programs offer remedial skill and strategy development to supplement students' ongoing grade level coursework.

The following steps are followed in the support of students who require intervention and do not currently have an IEP.

1. Progress Monitoring

The identification of students who may need special education services begins with classroom teachers who are most familiar with each student's learning patterns and challenges. During data meetings, teachers will review, analyze and discuss individual student progress in the general education curriculum. Re-teaching plans will be designed, implemented and monitored by the grade-level team for students who have not mastered concepts during the initial teaching/testing phase. In addition, the school will monitor student progress in both reading and mathematics. Progress monitoring provides a strategic method of monitoring student performance and evaluating instructional changes.

2. Data-Driven Intervention

Students who continue to have difficulty in the general curriculum and whose progress monitoring indicates they are making less than adequate progress will be given more intensive intervention. These students will continue to receive progress monitoring, but instructional support may be in the form of smaller instructional groups in the general education classroom, extra assistance from a volunteer tutor, and/or intensive support from the intervention teacher and/or during the daily intervention period. Parents of these students are notified of their student's academic difficulties via a "Notice of Concern" and are engaged with the school guidance counselor, teachers and other support staff in the process of problem solving and discussing supportive educational options. The intervention periods provide time for academic interventions as part of the RTI protocol.

3. Child Study Team

If a student is still unable to meet standards with the school-wide interventions in place, a child study team process is initiated for a team of staff to specifically review the student's needs and progress. Relevant data – such as internal and external assessment results, vision and hearing screenings and attendance data – are reviewed. Specific recommendations are identified with a commitment to implementation and further study over a 3-4 week period.

4. Evaluation

Those students who need more educational support as identified through progress monitoring, or who do not make sufficient academic progress after the above steps have been implemented, may be referred for further evaluation through a third-party (likely to be MNPS, with whom KIPP Nashville currently has a contract for referral services of KAN students), such as a school psychologist or other professional licensed to conduct special education evaluations, including and/or to their family physician for evaluation of a medical condition, such as ADHD. If the completed diagnostic shows that the student is eligible for special services or ADA support services, an Individualized Education Program (IEP) and/or a 504 Services Plan may be developed.

Gifted Students

KIPP Nashville has outlined an education program that provides a differentiated approach, which will benefit gifted students in the same ways it benefits struggling learners, by teaching students where they are and pushing them to excel and grow, rather than just meet proficiency standards. The growth plan for an accelerated learner will look much like that for a struggling learner: every student will have ambitious goals and be expected to demonstrate significant growth, and this

growth will be evaluated through the review of longitudinal growth data for each individual student. Although it is anticipated that most of the students who enroll in KNCPE will be behind grade-level and/or struggling with proficiency, it is expected that many of these students may still be gifted in other areas. Flexible grouping in the workshop model for reading, writing, and math provides enrichment for students who excel in reading, and students who demonstrate superior results on assessments in a given content area will receive additional challenges both within and outside of the curriculum.

V. Performance Standards and Assessments

Performance Standards/Assessments/School Culture

Chartering authorities review schools' progress through ongoing and annual reports and audits. Some authorizers may develop and incorporate performance frameworks in the charter agreements that govern those reviews. Though charter agreements are for 10 years, authorizers also conduct an interim review at the end of the fifth year of operations.

However, charter schools should have their own plans for evaluating their school's performance, especially regarding the academic performance of students.

Academic Performance

Responses to the following items regarding student performance standards must be consistent with the Tennessee Curriculum Standards and Common Core State Standards. Please review the State's plans for full implementation of the Common Core Standards.

- Describe the proposed charter school's annual and long-term academic achievement goals, in measurable terms.
- Explain how students will matriculate through the school (i.e., promotion/retention policies and graduation requirements). Tell how parents will be informed and educated about these standards.
- Provide the school's exit standards for students. These should clearly set forth what students in the last grade served will know and be able to do.

Assessments

Charter school students must take the same State mandated assessments (e.g., TCAP and End of Course) as students in other public schools. In this section, sponsors should:

- Identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's chosen curriculum, performance goals and state standards.
- Explain how the organization will measure and evaluate academic progress – of individual students, student cohorts, sub-groups, and the entire school – throughout the school year, at the end of the academic year, and for the term of the charter agreement.
- Explain how the school will collect and analyze student academic data, use data to inform and improve instruction, and report that data to the school community. Identify the person/persons or positions that will be responsible for the collection and analysis of assessment data.
- Describe the process for collecting data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement.
- Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data.
- Describe the school's approach to help remediate students' academic underperformance. Detail the interventions and remediation to be implemented and how they will be chosen. Cite the research/rationale for the chosen methods.

Academic Performance

Academic Standards

Students receive standards-based report cards that reflect student progress toward mastering the assessed standards for each grade level. For each standard, students are assessed on a scale of 0 – 4. The significance of these levels is as follows:

- 0 – The student has no mastery of the standard.
- 1 – The student has minimal mastery of the standard and needs continued support.
- 2 – The student has partial mastery of the standard and needs minimal support.
- 3 – The student has grade level mastery of the standard and is able to work independently.
- 4 – The student has above grade-level mastery and is able to apply this standard in new situations.

Three factors will be considered in promotion decisions: attendance, overall reading level, and grade-level standards mastery, as cited on the report card aligned to the CCSS. Parents of students who are in jeopardy of being retained will receive notice of this possibility in writing at the end of the second quarter.

Students who accumulate more than 15 absences during the school year will be considered for retention in their current grade-level.

Students who are not reading on grade level by the end of the academic year are eligible for retention in the elementary school, and students who are reading more than half a year below grade level according to the final STEP and MAP test results will be automatically retained in their current grade-level.

Students are expected to master all standards by the end of each grade level (thereby receiving a 3 in each area). Students who average below a 2.8 on any English Language Arts or Mathematics at the end of the year are eligible for retention, and students who average below a 2.4 will be automatically retained.

Promotion recommendations are made by classroom teachers, and final promotion decisions will be made by the School Leader. The school reserves the right to make exceptions to this policy given special circumstances.

Exit Standards

In order to be promoted from KNCPE to 5th grade, students must have met the promotional standards outlined above. There are no additional requirements for 4th grade promotion.

Measuring Academic Progress

Teachers will engage in ongoing assessment of individual students through observation, examination of student work, running records, exit slips, and other informal methods so that they can constantly be aware of where each of their students is in relation to mastering the standards. Weekly, teachers will assess students on skills they learned in the week prior. During weekly content planning meetings, teachers reflect on their students' standards mastery data from that week, identifying skills that need to be retaught whole group, skills that need to be retaught to a small group, and skills to reteach one-on-one with individual students. Because teachers share

common pacing guides, they are able to learn from their peers’ successes, identify best practices, and implement proven strategies to accelerate their students’ learning.

Interim assessments are administered by classroom teachers quarterly. The KIPP Nashville academic leadership team, under the guidance of the KIPP Nashville CAO, creates the quarterly interim assessments based on the schedule of quarterly assessed standards. The academic team will use a CCSS-aligned item bank provided by KIPP National as the source for creating interim assessment items.

After the assessment, teachers scan multiple choice responses and score written responses in teams based on sample answers and enter them into Mastery Connect, a software that allows teachers to track ongoing standards mastery. Using Mastery Connect’s analysis tools, teachers can analyze cohort and individual student results by strands and standards assessed. They are also able to conduct item analysis to determine common misconceptions. Teachers can further see how students with IEPs, 504 plans, or who are designated ELLs are progressing in comparison with the general student population. Teachers also evaluate student progress by comparing current results to the student’s performance last year and the student’s performance throughout the course of this year. The absolute results and growth data are also used in determining which students require more support to reach our achievement expectations.

Corrective Actions

In the event that KNCPE falls short of the State’s and/or district’s student academic achievement expectations, the School Leader and CAO will immediately identify root causes of underachievement, such as poor teacher quality, poor administration, curriculum, class schedule, school culture, etc. The School Leader will assemble a team to design and implement actions to correct these root causes. If the school leader is deemed the root cause, the CAO and ED will design and implement an action plan.

Formal Assessments

Formal assessments, both formative and summative, will be consistent across all classrooms, scheduled throughout the year, used for data comparisons, and shared with parents. These include quarterly interim assessments, practice PARCC, STEP, and MAP,

	Interim Assessments	Practice PARCC Assessment	STEP	MAP
Description	Interim assessments in reading and math measure mastery of standards taught so far. These assessments are aligned to quarterly pacing guides, and created by the CAO.	Practice PARCC assessments in reading and math predict proficiency on the PARCC assessment. These assessments are created by the CAO.	The STEP is an individually administered assessment of reading capabilities. It measures reading level, accuracy, fluency, and comprehension.	The MAP is a computerized adaptive assessment that measures academic progress in reading and math. All schools in the KIPP network use MAP.
Grades levels	K-4	2-4	K-4	K-4

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Frequency	Given quarterly	Given annually, in the spring	Given on an ongoing basis, at minimum three times per year	Given three times annually, in the fall, winter and spring
Alignment to curriculum	Based on standards taught according to scope and sequence	Based on standards taught according to scope and sequence	N/A	N/A
Alignment to performance goals	Measures progress toward standards mastery performance goals	Measures progress toward PARCC performance goals	Measures progress toward reading level performance goals	N/A
Alignment to state standards	Aligned to Common Core standards	Aligned to Common Core standards	N/A	N/A

Using Data to Inform Instruction

The School Leader, Assistant Principal, and teachers will use student achievement data to determine who has and has not mastered each standard. As described above, standards mastery data analysis happens on a weekly basis, so that teachers can identify gaps as they occur and quickly act to remedy them. When a large number of students do not master a standard, teachers will reflect on their lessons and devise new lessons to reteach the standard. When only a few students do not master a standard, teachers will meet individually or in small groups with students who require remediation. When all students master a standard, teachers continue to spiral the standard intermittently so that students retain their knowledge and skills.

Teachers’ and leaders’ access to easily retrievable, live standards-mastery data is possible due to both software and personnel devoted to data analysis. KIPP Nashville uses Mastery Connect software to track standards mastery throughout the year. Each teacher has an account, where they can track each student’s mastery of standards individually as a cohort, and compared to other cohorts within the school. In addition, the school leader can view standards mastery on individual student, class, grade, and school levels. Access to this data allows teachers and leaders to make strategic decisions about teaching and planning. To ensure that all high quality data use, KIPP Nashville has a full time data analyst serving its schools to provide training on software use, maintain data validity and integrity, and develop custom reports as requested by individual school leaders.

Reporting Data to the Community

We report performance and progress in a variety of ways. Most clearly, we follow all procedures regarding the creation and the annual distribution of the No Child Left Behind report cards to all members of our parent community through direct mailing, our parent handbooks, and online. We also report individual student progress to scholars’ families throughout the school year. We provide parents with standards-based report cards that detail students’ academic, social, and attendance performance three times a year. We conduct in-person conferences with each parent after each report card. Additionally, we provide parents with progress reports, three times annually in the elementary school.

Stakeholders will use data in different ways. The CAO will use the data to evaluate the School Leader, as she bears direct responsibility for student achievement, and to determine areas of

success and areas of concern. The School Leader and Assistant Principal will use achievement data to evaluate teachers, guide revision of curriculum, and identify areas of strength and areas of concern. Teachers will use the data from their students to inform their own professional development, determine which students require additional support on which standards, and revise lesson and unit plans. Students will use their assessment data to reflect on their own performance and develop action plans to improve performance; we deliberately train our students to use data to set goals for themselves and decide how to work hard to reach those goals. Parents can use data to determine their own child's level of performance, evaluate the effectiveness of the school, inform their opinions during parent input sessions and evaluations, and ultimately determine if they want their child to attend our school.

Training and Support

The School Leader and Assistant Principal will hold weekly data meetings with teachers to assist them in determining what students know, what students do not know, and how to adjust instruction to insure mastery in the future. In addition, teachers have common data analysis and planning time to identify and replicate best practices.

The KIPP Nashville CAO and Data Analyst will provide additional training on analyzing and acting upon student academic data for the School Leader and Assistant Principal.

Remediation

Because KNCPE provides small classes (limited to 15 in grades K through 3) and ample time for individualized and small group instruction (reader's workshop, writer's workshop, math workshop), teachers have many opportunities to remediate students who did not master standards the first time they were taught. Teachers will use these times to meet with students in order to teach them a new strategy or approach to a standard and to provide additional practice on that standard.

VI. School Culture

School Culture

- Describe the desired school culture or ethos of the proposed school and how it will promote a positive academic environment and reinforce the charter school's mission, goals and objectives.
- Explain how you will create, implement and sustain this culture for students, teachers, administrators and parents starting from the first day of school. Describe the plan for acculturating students who enter mid-year.
- Explain how the school culture will embrace students with special needs, including students with disabilities, English language learners and students at risk of academic failure.

Culture of Achievement

KNCPE will create a college-focused culture in which students embrace the idea that college is important and, in order to effectively prepare for this goal, will internalize the habits of scholarship. The school will be a safe place for learning and will be characterized by academic excellence. Faculty and staff will have a "whatever-it-takes" stance and will work relentlessly to support their students' success. KNCPE families will support the school by being engaged in the school community and by actively participating in their student's education through frequent communication with the school about their student's behavioral performance. Clear expectations

about student conduct will ensure students and families are equipped to meet the high expectations for scholars and their behavior.

School Values

The school values have been identified as foci because they are necessary for students to climb the mountain to college and be successful in life beyond. The seven values of KIPP Nashville will be adopted at all school sites within the KIPP Nashville network of schools, including KNCPE. They were developed through a collaborative process that involved remarkable educators from KIPP and Riverdale Country School. This team collaborated with pioneering psychologists at the University of Pennsylvania, Angela Duckworth and Martin Seligman, and Chris Peterson of the University of Michigan. In their landmark work, Character Strengths and Virtues,¹³ Peterson and Seligman identify twenty-four character traits that were demonstrated by successful and happy people across time and culture. Of these twenty-four traits, the teams worked together to create a list of traits that correlate most strongly with success: these are the seven values that will unite all KIPP Nashville sites. Because the network will share the seven values, every school will be able to work collaboratively with the others to align instruction and recognition of the values.

1. *Optimism*: Hope, optimism, future mindedness, and future orientation represent a cognitive, emotional, and motivational stance toward the future. Thinking about the future, expecting that desired events and outcomes will occur, acting in ways believed to make them more likely, and feeling confident that these will ensue given appropriate efforts sustain and galvanize goal-directed actions.
2. *Zest*: A zest-filled, energized, vital person is someone whose aliveness and spirit are expressed not only in personal productivity and activity – such individuals often infectiously energize those with whom they come into contact.
3. *Grit*: Grit, perseverance, and persistence are the voluntary goal-direction actions in spite of obstacles, difficulties, or discouragement.
4. *Curiosity*: Curiosity, interest, and openness represent one’s intrinsic desire for experience and knowledge. Curiosity involves pursuit in response to challenging opportunities.
5. *Social intelligence*: Social intelligence is the trait of perceiving emotions in relationships, and then displaying a keen understanding of the meanings of those relationships. Socially intelligent people have an accurate self-understanding and self-assessment, including the ability to reason within large and small groups.
6. *Gratitude*: Gratitude is a sense of thankfulness and joy in response to receiving both tangible and intangible opportunities and gifts. Whether giving or receiving, gratitude stems from the perception that one has benefited due to the actions of another person.
7. *Self-Control*: Self-control, or self-regulation, refers to how a person exerts control over his or her own responses so as to pursue goals and live up to productive standards. These responses include thoughts, emotions, impulses, performances, and other behaviors. Simply put – self-control is usually used to refer to making oneself do things that one does not want to do and resisting temptation.

¹³ (Peterson, C. and Seligman, M.E.P. 2004. Oxford: Oxford UP),

New Student Orientation

Each new KNCPE student will participate in a mandatory orientation before the new school year begins. During the orientation period, students will spend time learning about the school culture, history and purpose. In addition, students will be taught all of the school-wide systems and procedures that the school will use to bring structure and order to the students' academic life. This ensures that every student is not only well versed in the expectations and culture of the school when school starts, but builds a cohesive, "team and family" environment wherein students will succeed. During orientation, students will practice transitions and other protocols meant to maximize instructional time, and learn how to get help when it's needed. Students will also be asked to sign a Commitment to College Completion at this orientation, where the commitment, the meaning of it, and its significance to the scholarly community are discussed at length. Students will be expected to be able to explain the school values and the commitment, as well as why such things are important to their educational success to ensure every student clearly understands the school's expectations and the rationale. Student acclimation to KNCPE routines and procedures will continue once the academic year begins, as teachers reinforce schoolwide expectation and set daily norms in their own classrooms.

Morning Meeting

Teachers in each classroom will lead their students in a short, daily morning meeting. Morning meeting is a time for students to build relationships with each other, shout each other out for displaying school values, and engage in character education lessons.

Community Meeting

Students who have met behavioral expectations each week are invited to attend a school-wide community meeting led by the School Leader. Community meeting is a time to for students to celebrate their academic and character growth. Students also have an opportunity to share the products of their hard work with their teammates – e.g. written compositions, projects, artwork, music, etc.

Uniforms

To maintain an academically-centered culture, minimize distractions, and encourage a feeling of unity, KNCPE students will wear uniforms consisting of KNCPE shirts, a belt, pants and shoes of a color and style to be determined by the school leader as aligned with the school's scholarly environment. Positive behavioral support may be facilitated through dress codes and uniform privileges. For example, students who have attained a particular distinction for model behavior may wear a particular color to stand apart; honor students may wear a particular style of shirt or tie.

Staff Support of Culture

At KNCPE, staff will "sweat the small stuff," creating a culture of high expectations wherein all students will learn to behave as scholars who work together as a team. From appropriate posture and framing of a question in class to spontaneously demonstrating school values when opportunities arise, students will consistently be supported in behaving as scholars who demonstrate the school's core values through clear expectations and written and verbal feedback that explicitly addresses desirable and undesirable behaviors.

Staff will learn about this culture as part of the summer professional development. Every staff member will learn about the behavioral norms and expectations throughout the school, from the way students should SLANT to the acceptable language for students to use when asking a question. Because all staff will be trained in the same expectations for students and given tools (including iPads and LiveSchool software) to monitor those expectations, students will move seamlessly throughout the building with the same norms for behavior and attitude. Further, staff will be expected to maintain the culture as part of their evaluation and coaching. Teachers who need more support with implementing consistent expectations may receive individualized coaching and/or PD on building student culture. Classroom observations and even lesson plans will be reviewed regularly to ensure all teachers are effectively and consistently implementing the same norms and expectations of student behavior.

Students Entering Mid-year

Students and families considering entered KNCPE mid-year will have an opportunity to tour the school, meet with current students, learn about the school's mission, vision, and values, and become acquainted with the code of conduct. Once a new student joins KNCPE, teachers will be responsible for teaching classroom expectations and consequences to him or her.

Students with Special Needs

Nothing in the KNCPE Code of Conduct, or in the school's Student Commitment to College Completion will be permitted to infringe upon any rights provided pursuant to the Individuals With Disabilities Education Act, Section 504 of the Federal Rehabilitation Act of 1973, or the Americans With Disabilities Act.

Any student who is receiving special education services or has been identified as a student with a disability under the Individuals with Disabilities Act (IDEA) and whose acts are determined by the school leader or board of directors to have violated any rules, regulations or laws as alleged, shall be referred to an IEP committee. The IEP committee will be responsible for determining if the student's conduct is a manifestation of his/her disability and whether such conduct warrants a change in placement, amendments to the individual educational plan (IEP) and/or disciplinary actions. If the IEP committee determines that the student's conduct is not a manifestation of the student's disability, it shall determine what, if any, disciplinary actions shall be taken with regard to offenses that the student has been found to have committed. The IEP committee shall also have the authority to consider, recommend and implement any changes in a student's IEP or educational placement. If a student with disabilities has an IEP that includes disciplinary guidelines, that student will be disciplined according to those guidelines as required by IDEA. Students whose IEP does not include specific disciplinary guidelines may be disciplined in accordance with the school's discipline policies and procedures after following the procedures outlined above.

Nothing in these rules shall alter or adversely affect the rights of students with disabilities under applicable federal and state laws.

VII. Marketing, Recruitment, and Enrollment

Marketing, Recruitment and Enrollment

Like all public schools, public charter schools are open to any child, regardless of a child's specific needs. Though any student may now attend a charter school in that child's district, the law still requires authorizers to give preference to applications that demonstrate the capacity of a charter school to meet the needs of at-risk students. T.C.A. § 49-13-106.

T.C.A. § 49-13-113, further explained in [State Board Rule 0520-14-01-.04\(3\)](#) requires each charter school to "conduct an initial student application period of at least thirty (30) days." If, after that period, a school has more applicants than places, the school must conduct an enrollment "lottery within seven (7) calendar days of the close of the initial student application period." If spaces become available after the lottery is conducted, or if applicants do not exceed places after the initial period, enrollment may occur on a first come, first served basis.

Describe the marketing, recruitment and enrollment practices of the proposed school.

- Describe how parents and other members of the community will be informed about the school and how students will be given an equal opportunity to attend the school. Specifically describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English Language learners, and other students at risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.
- Provide as an attachment the school Enrollment Policy, which should include the following:
 - Tentative dates for the application period and enrollment deadlines and procedures, including an explanation of how the school intends to receive and process application forms.
 - A timeline and plan for student recruitment/engagement and enrollment.
 - An explanation of the purpose of any pre-admission activities for students or parents; and
 - Policies and procedures for student waitlists, withdrawals, re-enrollment and transfers.
- Provide the Student Handbook and/or forms that will be provided to or required of students and families, including any "contracts" with students and parents.
- What school zones within the LEA will the school target? Consider schools both at your tier level and in the tier level below. Why were these schools selected?
- Where are the families located you are trying to reach? What outside groups would you target for marketing and recruitment? Consider pre-schools, civic groups, camps, summer programs, faith-based institutions, etc.

Admissions Policies

KNCPE seeks to enroll a diverse student body. Admission to KNCPE will be limited to the grades and ages of pupils served by the school. As permitted by the Tennessee Public Charter Schools Act of 2002, the board of directors will give enrollment preference to siblings of students already attending or accepted to KIPP Nashville schools. The enrollment policy prohibits discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services. Every aspect of enrollment and recruitment practices of KNCPE will comply with State of Tennessee and federal standards.

As provided in the charter school law, all parents of eligible students who choose to enroll their children in KNCPE may do so, subject to admissions priorities established in statute and spaces available.

To be eligible for admission, the student must provide:

1. Proof of residence within the Chartering Authority;

2. Proof of minimum age, and;
3. A completed application form.

Application forms will require: a student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying or enrolled; and a signature verifying that the information is correct and that the parents/guardians are choosing education at KNCPE for their child. Application forms must be submitted to the school by the annual deadline determined by the board.

KNCPE has an interest in making sure that any prospective students and their families understand the particular mission and focus of the school and are interested in being a part of that school community. Toward that end, KNCPE may:

1. Require students to complete the grade preceding the grade the student plans to enter;
2. Require parents/guardians to attend informational sessions, or;
3. Require students and parents/guardians to sign the KNCPE's Commitment to College Completion that demonstrates their agreement with the school's mission and values

Student Recruitment

To inform parents of this educational option, KNCPE will widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, KNCPE will post notices in places such as neighborhood bulletin boards and local libraries. KNCPE will also arrange informational meetings through community leaders at community centers, churches, pre-school programs and housing developments, in addition to having a website with enrollment information. In addition, KNCPE will hold information sessions at neighborhood churches and community centers to ensure parents are aware of their options. When necessary, the application and promotional material will be available in Spanish and, where appropriate, community meetings will be translated into Spanish for parents. KNCPE will clearly define the school, its mission and its programs – but it is ultimately up to the parents to decide whether this school will be the best choice for their child(ren).

To ensure the students recruited represent the diversity of the target neighborhood, with a particular focus on low-income families, students with special needs, harder to reach families, academically low-achieving families, and academically low-achieving students, KIPP Nashville will partner with the KAN Parent Involvement Committee (and the KNCPE Parent Involvement Committee once the new school is open and the committee is established), to develop and implement a comprehensive student recruitment plan. The leadership of the PIC ensures the recruitment plan will be implemented at a grassroots level, with parents connecting and communicating with prospective parents in their communities. Moreover, organizations that serve low-income families and/or students from at-risk backgrounds will be included in the advertising of the school. Where possible, representatives from agencies that serve families from these communities will be given information about the school and its enrollment procedures to disseminate amongst the families served.

KNCPE will implement a systematic, methodical, documented recruitment process. Although recruitment efforts will be focused primarily on the east and north Nashville metropolitan areas,

the school will accept applications from across the district, as required by the Tennessee Charter School Law. KNCPE will use a combination of local print, as well as grassroots publicity and web-based means to promote the school. The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. The following outlines the steps to the recruitment process that will be undertaken by KIPP Nashville on behalf of KNCPE (and by KNCPE leadership and the PIC once the school is operational):

- KIPP Nashville website features enrollment information for the new school and KIPP Nashville representatives are available by phone and email to answer questions and provide enrollment information for KNCPE (immediately upon charter approval);
- KIPP Nashville sends out mailer promoting the school and with a clear enrollment process in all target communities of east and north Nashville (October);
- Ads run in local newspapers and on radio stations about the new school and the enrollment process (October-December);
- School leader visits community daycares and preschools in North and East Nashville (September – November)
- School leader visits churches and community centers in North and East Nashville— printed materials about enrollment are sent home (November-December);
- KNCPE PIC (will be conducted by KAN PIC for the KNCPE inaugural year) holds a contest for parents to see who can elicit the most applications from their community (November-January);
- Mail acceptance letters and wait list letters to prospective students and all applicants;
- Mail welcome letters from current KIPP students and a KIPP bumper sticker to incoming students (February);
- Personal phone call from KIPP staff member to all waitlisted students (February);
- Enrollment On-boarding Meeting for all incoming students (March);
- Mail newsletter to all waitlisted students (March);
- Mail letter from 2014 KIPPster to all incoming students (April);
- Personal phone call from KIPP staff member to all waitlisted students (April);
- Home visits for new students begin (April)
- Mail letter to all waitlist students with timeline information (May);
- Mail packet to all 2013-14 KIPPsters with 2012-13 calendar, uniform, CTE, other info...(June), and;
- Students on wait list are contacted immediately as spaces become available (throughout the summer and school year).

The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law.

VIII. Community Involvement and Parent Engagement

Community Involvement and Parent Engagement

- Describe how parents and community members were engaged and contributed to the development of the proposed school.
- Outline how the school will engage parents and community members in the life of the school (in addition to any proposed governance roles). Explain the plan for building family-school

partnerships that strengthen support for learning and encourage parent involvement. Describe any commitments or volunteer opportunities the school will seek from, offer to, or require of, parents.

- Discuss the community resources that the school will cultivate for students and parents. Describe any partnerships the school will seek to establish with community organizations, businesses, or other institutions. Specify the nature, purposes, term, and scope of each partnership, including any fee based or in-kind commitments from community organizations or individuals that will enrich student learning opportunities. Include any documentation of pledged support from prospective partners as an **Attachment**.
- Include, as an **Attachment**, letters of support, memoranda of understanding, or contracts that indicate the proposed school is welcomed by the community in which the school intends to locate, is viewed as an attractive educational alternative, and reflects a community's needs and interests.

Community Support

Parent Contributions to KNCPE's Development

Members of the Parent Involvement Committee (PIC) at KAN contributed to the development of KNCPE by expressing their desire to have access to a KIPP elementary school for their younger children. They want a school where teachers and administrators hold themselves and students accountable for learning at the highest levels.

Parent Involvement Committee

Like KAN, KNCPE will have a school site Parent Involvement Committee. The PIC meets formally monthly. The PIC has its official monthly meeting to address any business, updates parents on what is going on at the school academically, and provides parents with training and guidance on how to support their students' efforts at home. The PIC also offers more informal opportunities for families of KIPP students to get together, creating a strong team of support for students outside of the school. Zumba classes, KIPP Through College trainings, and health and wellness seminars are all part of the monthly offerings for families the PIC provides.

The PIC will elect a representative annually to serve on the board of directors. The PIC will also designate members to serve on the Title I planning team and submit formal recommendations for the parent involvement plan component of the Title I school-wide plan.

Frequent communication with parents, in the form of conferences, reports home and phone calls helps keep parents engaged. Because every parent participates in a new family orientation and/or home visit wherein s/he signs a Commitment to College Completion, all parents will be informed of their role and responsibilities in a KIPP education before classes begin. Parents at KNCPE will be critical to the success of their students, so staff will receive professional development and coaching on developing and maintaining productive relationships with parents. School staff and the KIPP Nashville KIPP to College coordinator will work together to provide parents with training and one-on-one support to develop their capacity to engender success in their students and help them climb the mountain to college.

Community Engagement

KNCPE will adopt the same approaches to community involvement that have been successful at KAN. The current enrollment at KAN is not only reflective of the demographics of the community it serves, but reveals that some of the harder to reach and least successful students are enrolling at KAN. The success of enrolled students suggests that the strategies currently

employed have effectively enabled KIPP Nashville to reach out to the target community and effect positive change for students throughout greater Nashville. Community engagement may be manifest in the following ways:

- Robust non-academic support staffing to ensure frequent access to resources and support for families, which includes but is not limited to a case worker, school counselor, and KIPP Through College liaison.
- Frequent teacher-parent communication through bi-weekly progress reports (which include academic and behavioral data), quarterly report cards, conferencing available throughout the year at a variety of times and days, cell numbers for all staff members provided to all parents, parent workshops, the Parent Involvement Committee (which includes meetings, workshops, and social gatherings), monthly KIPP parent activities to encourage informal communication (which includes family-style meals, Zumba, and other activities according to parent interest), and other annual events like orientations and seasonal performances.
- Leadership of the Parent Involvement Committee (PIC) in recruitment of new families.
- Designated seat for an elected parent representative on the board.
- School leader-led outreach to community agencies, businesses, and non-profit partners.

The partners needed to accomplish the mission of KNCPE include community organizations and churches in Northeast Nashville. The executive director has cultivated strong relationship with neighborhood organizations surrounding KAN and has successfully leveraged these relationships on behalf of the students and their families. KIPP Nashville has also engaged community leaders and proprietors in lower East Nashville – the economic heart of Northeast Nashville. Through these relationships, KIPP Nashville has cultivated support for KAN and established a foundation of support KNCPE. As the organization deepens its impact in Northeast Nashville with KNCPE, the executive director and other school support center staff will work with the school leader to cultivate relationships with church, business and community leaders in the communities to be served.

Current community relationships will be leveraged on behalf of KNCPE and include the following:

- Asurion—local business that provides tutors and mentors for a weekly reading program;
- East Nasty Running Club—provides tutors and mentors for weekly reading program, Couch to 5K program for parents, and will offer a running club for students when KNCPE opens;
- City Church of East Nashville—supports recruitment efforts, supplies volunteers for the weekly reading program;
- Martha O’ Bryan Center—supports with recruitment and in talks to provide programming for KNCPE students, and;
- Vanderbilt University—partnership with the social work program to provide counseling interns, college visits for students to the campus *and* a recently developed partnership between Vanderbilt, the KIPP Foundation and KIPP Nashville to develop programs, projects, and activities to address recruitment and persistence of low-income students.

The executive director also collaborated with Mayor Karl Dean to help bring Teach for America (TFA) and the TN Charter School Incubator to Nashville. KIPP Nashville continues to work

closely with other charter schools and MNPS to build successful, college-preparatory options for all students in Nashville. Outreach to community agencies that serve the needs of KNCPE students and may partner to provide student services and programming is ongoing by the KIPP Nashville staff.

Because the vision of KIPP Nashville supersedes opening schools in the target communities, but effecting access to high-performing schools for all students in Nashville, KIPP Nashville leadership has been very involved with the community in a myriad of ways, including the following;

- Has a positive, productive relationship with Teach For America and The New Teacher Project, which has led to the utilization of these entities to introduce new teaching talent to the Nashville area (beyond the KIPP Nashville school site);
- The executive director participates on the Nashville Collaborative Compact Performance Framework Planning Team, which shares best practices for leadership development and teacher training amongst school leaders from throughout MNPS;
- KIPP Nashville initiated a special education practices audit that has led to the study of special education practices in 7 TN charter schools;
- Advocating for policy that promotes an environment conducive to improving schools/running high-quality schools, and;
- Outreach to the community through community meetings, neighborhood association events, and informal outreach to educate parents on best practices and expectations for their schools.

KIPP Nashville will continue to take the lead on community outreach, supporting the efforts of the school leader, non-academic support staff, and PIC to ensure widespread community outreach is achieved with success.

See Attachment 14 for letters from community entities that support the addition of a KIPP middle school campus in northeast Nashville.

Volunteerism

Parents are strongly encouraged, but not required, to volunteer at the school as a way of getting involved in their student's education. Community members are also strongly encouraged to volunteer. Volunteerism at KNCPE will be manifest in everything from after-school tutors who attend local universities to parents who assist with office tasks. KIPP Nashville has already formed a productive, positive relationship with a number of the local universities, and these relationships have yielded significant volunteerism from community members. It is anticipated that these relationships will be leveraged for greater volunteer involvement once KNCPE is open. All volunteer opportunities with non-student related tasks are managed by the office manager; the school counselor and school leader manages volunteerism that matches parents and community volunteers with students. Any volunteer who will work directly with students will complete a background check prior to his/her service.

Section 2: Operations Plan and Capacity

I. Governance

Governance

A public charter school “shall operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and [the charter school law].” T.C.A. § 49-13-111(a)(1). Charter school governing bodies must include a parent of a current student in each school, and comply with open meetings and public records laws. Governing bodies do not need to be Tennessee non-profit corporations. But, charter school governing bodies need to hold meetings in compliance with Tennessee open meetings laws which are intended by the legislature to “promote openness and accountability in government,” and to “protect the public against closed door meetings at every stage of a government body’s deliberations.” *Metropolitan Air Research Testing Auth., Inc. v. Metropolitan Gov’t*, 842 S.W.2d 611, 616 (Tenn. Ct. App. 1992).

Describe the legal status of the proposed school, including whether the entity proposing the school is already incorporated as a nonprofit and whether you have obtained federal tax-exempt status. Tennessee Charter Law requires each charter school governing body to be a legally recognized 501(c)(3) non-profit corporation. This status should already be in place, or be close to being in place, before the application is submitted. Please include the following documents **as an Attachment**.

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing board by-laws
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and founding board members)
- Draft of initial board policies, and
- Policies on Open Meetings and Open Records

Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.

Describe the governance structure at the school level.

- Describe the composition and size of the governing board. Explain how the proposed governance structure and composition will ensure there will be active and effective representation of key stakeholders.
- Describe how you will select a parent to serve on the governing board.
- Discuss the powers and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the board.
- Explain how this governance structure and composition will ensure the school will be an educational and operational success.
- Describe how the board will evaluate the success of the school, the school leader and its own performance.

List all current and identified board members and their intended roles on the table below (adding rows as needed). Summarize members’ interests in and qualifications for serving on the school’s board.

Explain the procedure by which current board members were selected, and how they will be replaced and/or re-elected. How often will the board meet? Discuss the plans for any committee structure.

Public charter schools are subject to the provisions of T.C.A. § 12-4-101 and 102 regarding conflicts of interest. Describe the board’s ethical standards and procedures for identifying and addressing conflicts of

interest. If you have a completed conflict of interest policy, submit it with the **governing body attachments**.

Describe plans for increasing the capacity of the governing board.

- Is the current board the founding board only or will it transition to a governing board upon approval? How will the transition take place? Provide a specific timeline by which the transition will occur.
- How and on what timeline will new members be recruited and added, and how will vacancies be filled?
- What training will be offered to the board and when? Tennessee law requires at least one board training per year to be certified by the Tennessee Charter School Association.
- How will this board handle complaints? The draft complaint policy should be clear and follow an appropriate route for resolution of concerns raised by students, parents and/or stakeholders.

Sponsor

KIPP Nashville

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). 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 community (see Attachment 3A for the 501(c)(3) letter). KIPP Nashville will not only oversee the operations and performance of KNCPE, but also oversees all KIPP schools (of which KNCPE will be the fourth school) in the Metropolitan Nashville area. 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. Through the regional KIPP School Support Team, KNCPE will receive ongoing support throughout its operation, in addition to the planning and development support currently provided for the school. The overarching vision guiding the development and implementation of KNCPE has been developed under the auspices of the sponsoring organization; it will continue to inform and enhance that vision to better meet the needs and support the aspirations of the most economically and educationally disadvantaged youth of Nashville.

The KNCPE school leader reports to the KIPP Nashville Chief Academic Officer (CAO), who is accountable directly to the KIPP Nashville executive director. The executive director is ultimately accountable to the KIPP Nashville Board of Directors for the performance of all KIPP Nashville schools including KNCPE. The executive director is also indirectly accountable to the KIPP Foundation, for the performance of the Metropolitan Nashville region and the schools that comprise it. The KIPP Nashville CAO will provide academic and instructional support, and her feedback on the school leader's performance and the academic performance of the school will inform the executive director's evaluation of the KNCPE school leader. The executive director's primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP schools in the Metropolitan Nashville region.

Board of Directors

Board's Role in Governance of the School

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). The board of directors will control all of the operations and governance of KNCPE, by fulfilling three core responsibilities: to provide KIPP Nashville direction, oversight, and support. The members of the board of directors will be representative of the Nashville community and will have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. As required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNCPE will be elected to the board of directors.

The board of directors shall ensure that all provisions of the charter are fulfilled in a manner consistent with the spirit and letter of the law. With support from the sponsor – KIPP Nashville – the board of directors will oversee financial management of the school and approve the annual school budget. The board of directors will also regularly review and approve the school’s curriculum and calendar, as well as the organization’s goals and objectives. The responsibilities of the board will be limited to governance, whereas the school leader (and to some extent the chief academic officer and executive director) will manage the school. The board will ensure that KNCPE 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 governance and operational policies of KNCPE have been designed to clearly delegate responsibility to appropriate parties and to set standards and expectations that can be used to measure performance and accountability.

The board governs KIPP Nashville by providing the management team with direction, oversight, and support. Through the diverse skills and perspectives of its members, the board will provide unique insight and objectivity to define desired outcomes and make or ratify key strategic decisions. The board provides oversight by tracking progress towards organizational goals, ensuring compliance with policies and maintaining institutional memory to ensure long-term sustainability. The board will support KIPP Nashville by leveraging individual expertise, relationships, credibility and access to resources to help support the organization in reaching its goals. In addition to these broad roles, 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.

Composition of Board

The board of directors will be representative of the Nashville community and have a wide range of expertise, including finance, marketing, law, human resources, fundraising, philanthropy, and community relations. Most importantly, the board will have committed members who are:

- Firm believers that all children can and will realize high academic achievement;
- Dedicated to furthering the vision and mission of KNCPE;
- Eager to contribute their experience and knowledge to the governance of KNCPE;
- Willing to volunteer for one or more board committees and to contribute the appropriate time and energy necessary to follow through on assigned tasks, and;
- Skilled in working in a team environment.

The KIPP Nashville Board will maintain an average membership of between seven and fifteen members. The size and composition of the KIPP Nashville board ensure all board members have the opportunity to actively participate at meetings and on board committees.

Board Terms and Recruitment

Directors will serve three-year terms and may serve no more than two consecutive terms. The parent representative, as required by Tenn. Code Annotated § 49-13-104 (3), will be elected from the pool of parents of enrolled students. Interested parents will apply for a position on the KIPP Nashville board and will be elected by the board. This representative may serve up to three consecutive one-year terms and will be allowed to complete his/her term should the parent's child graduate from the school before the term has expired.

In the event of dismissal or resignation from the board or other vacancies on the board, prospective board members may be asked to join the board and will be selected by a majority vote of the board. The board, at its own choosing, may determine whether to reorganize at the time of the seating of the new board member. All board terms and policies are outlined in the bylaws, included as Attachment 3C.

Board Guidelines and Development

Board development is another critical component of creating and sustaining a high-performing school. The board of directors will invest the necessary funds and time to sustain an effective governing body. A commitment to continual development is reflected in the annual retreat for an in-depth review of the school's and board's performance. The annual retreat has consistently been certified by the Tennessee Charter School Association as KIPP Nashville's annual board training. The retreat will be used to review applicable regulations (such as open meeting and open records laws), as well as revisit the bylaws and other guidance. This retreat will also be used to generate annual strategic plans. In addition, the board participates in an annual self-

evaluation process that helps the board better understand its strengths and weaknesses and serve as a useful tool for improvement. As necessary, the board will use consultants for retreats, resource development and to assist with strategic planning and visioning, and will have access to KIPP Foundation training sessions and materials designed explicitly for KIPP regional boards.

To guide the board's activities, a board manual will be made available to all new members. Each new board member will review the manual with the executive director and board chair and be expected to adhere to all policies and regulations outlined therein. The board manual includes, but is not limited to:

- Overview information, including the school's mission statement and articulated goals;
- By-laws and Articles of Incorporation (Attachments B and D);
- Charter contract;
- List of current board members, offices held and terms;
- List of committees, including purposes and objectives of each;
- Board policies – including conflicts of interest policies and legal requirements;
- Organizational goals;
- Strategic plan;
- Recent reports – financial, administrative, programmatic audit; annual report, and;
- Applicable regulations of governing bodies include open records and open meeting laws.

The board manual will be revised in collaboration with the school leader, the KIPP Nashville executive director and the board, and distributed to all board members and the executive staff. A school staff member will be responsible for ensuring that all information within the manual is kept up-to-date. This manual gives board members a clear sense of their roles and responsibilities and helps preserve the governance/management balance between the board and the school administration.

Annual Board Administrative Audit

The board will conduct an annual administrative audit, comprised of a self-review and executive director review. The board's self-review will align with the KIPP Framework for Excellent Governance (Attachment 15) and be comprised of a thorough evaluation of their leadership and performance to ensure that the leadership team is meeting its obligations and serving as a faithful implementer of the school's charter agreement. Based on the outcomes of the review, decisions will be made to improve areas of weakness and to highlight key strengths.

The board's review of the executive director will serve two functions:

1. To ensure that the executive director is meeting agreed-upon benchmarks established by the board and the school leader and consistent with the school's charter, and
2. To facilitate a dialogue about the school's performance between the board and the executive director.

The annual review will serve as an opportunity to review job performance during the preceding year, develop goals, discuss professional development, and evaluate the success of KNCPE and other KIPP Nashville schools. This formal evaluation will be the culmination of a year-long process that starts with a goal-setting meeting each fall. In addition, the board will periodically

conduct informal evaluations to ensure that any significant issues are addressed in a timely manner.

Board Officers

The board officers are comprised of a chair, secretary and treasurer. All officers of the board are elected by the directors at their annual meeting and will hold office for the term of one year. Each officer will continue in office until his or her successor shall have been elected and qualified, or until his or her death, resignation or removal.

Board Committees

The board of directors will work efficiently through a committee structure. The committees include a finance committee, a governance committee, and a development committee. The board may establish other committees and/or task forces from time to time that it deems necessary for carrying out the responsibilities of the board. Certain tasks will be delegated to the committees who, in turn, will recommend a particular action to the full board for discussion. Each board member serves on at least one committee, based on his or her area of interest and experience. Committees will work closely with the executive director, school leader, board members and outside individuals and organizations, when appropriate, to achieve their objectives.

Meetings

The KIPP Nashville Board of Directors will comply with the provisions of the state statues on Open and Public Meetings and Inspection of Public Records. All board meeting agendas will be posted in advance of the meeting and will be open to the public, unless the board calls an executive session. The school will maintain all records that may be requested from time to time from the public and will comply with the fullest extent of the law. The board will meet at least bi-monthly either as a full board or by committee. Meeting notices will be posted prior to each meeting so that parents are informed of meeting dates and locations.

Board Code of Ethics and Conflict of Interest

The board's code of ethics and conflict of interest are included as Section VI of the board bylaws (Attachment 3C). The policy does not replace but supplements all applicable laws and regulations. All board members have a duty to disclose real or possible conflicts of interest, which include financial or otherwise, and a decision regarding the appropriate procedure for addressing such conflicts will be decided by a majority of the board. The board will operate in a manner consistent with charitable operations and make available all minutes and available documentation regarding conflicts of interest upon request and is subject to periodic review. There are currently no relationships that could pose actual or perceived conflicts.

Current Directors

The members of the KIPP Nashville Board of Directors represent a cross-section of dedicated and experienced educators, community leaders, business and organizational leaders. Current board members were elected by the board and all share in KNCPE's mission of preparing students for top quality high schools, colleges and the competitive world beyond. Seven of the board members have served on the board of two years or more at the time of this petition. Current board members have expertise in financial management and investing, education, law, business management, and children's support services. Each year the governance committee

evaluates board member strengths and skill sets and recommends new members for election to the board to ensure the KIPP Nashville board retains the expertise needed to govern a growing network of KIPP Nashville schools.

The 2012-2013 KIPP Nashville Board of Directors are:

Full Name	Current Job & Employer	Position
Jim Flautt	Asurion	Senior Vice President of Supply Chain Operations
Larry Trabue	Pinnacle Financial Partners	Senior Vice President and Financial Advisor
Denise Boosalis	Nissan North America	Manager of ABS Accounting
Rich Wolfson	Clarcor, Inc.	Vice President, General Counsel & Corporate Secretary
Camiqueka Fuller	KIPP Parent / volunteer	KIPP Parent / volunteer
Daphne Butler	Parent / volunteer	Parent / volunteer
Drew Goddard	Bass, Berry, & Sims	Environmental Group Practice Leader
Rob Elliott	Stansell Electric	Vice President of Finance and Administration
Elizabeth Dennis	Parent / volunteer	Parent / volunteer
Felice McCoy	Asurion	Senior Director of Corporate Supply Management
Brad Smith	Aspire Health	Co-Founder & CEO

Jim Flautt (Chair)

Jim is Senior Vice President of Supply Chain Operations for Asurion. Prior to this, Jim led the program management teams for Asurion’s Handset Insurance, Warranty Management, Roadside Assistance and optimization of the company’s Reverse Logistics and Repair capabilities. He joined Asurion from DigitalThink, a Silicon Valley technology company where he held business development, business strategy and product management responsibilities, most recently as Vice President of Marketing. In addition, Jim has served as a strategy and management consultant for a wide range of technology and industrial companies with McKinsey and Co. He holds a Bachelor’s degree in Physics from the United States Naval Academy, as well as Bachelor’s and Master’s degrees in Philosophy from Cambridge University and an MBA from Stanford University. He served five years in the US Navy as a Nuclear Submarine Officer.

Larry Trabue

Larry is a Senior Vice-President and Financial Advisor at Pinnacle Financial Partners. Prior to joining the Pinnacle team in 2003, he served in leadership capacities with AmSouth Bank and Commerce Union Bank. Larry is actively involved in many Nashville non-profit organizations

and has served on the boards of Second Harvest Food Bank and Friends of Warner Parks among others. Born and raised in Nashville, Larry is a graduate of the Georgia Institute of Technology.

Denise Boosalis

Denise Boosalis is a Manager of ABS Accounting for Nissan North America, Inc. Prior to joining Nissan, she managed financial reporting functions at Asurion, Fruit of the Loom and Sara Lee Corporation after working in public accounting for several years and receiving her Certified Public Accountant designation. Ms. Boosalis received her Master of Business Administration from Christian Brothers University and her Bachelor of Business Administration from Millsaps College. She is a member of the Junior League of Nashville and completed the Young Leaders program in 2006.

Rich Wolfson (Governance Chair)

Richard Wolfson is the Vice President -- General Counsel and Corporate Secretary of CLARCOR Inc. (NYSE: CLC), a publicly-traded diversified global manufacturer of mobile, industrial and environmental filtration products and consumer and industrial packaging products. He joined CLARCOR in 2005, and serves on the boards of directors of several CLARCOR subsidiaries. From 2001 until 2005, Mr. Wolfson was a partner of the InterAmerican Group, a private equity and corporate development advisory services business, specializing in cross-border industrial transactions. From 2000 until 2001, Mr. Wolfson was the Senior Vice President – Business Development for Education Networks of America, a Nashville-based provider of internet services to public school systems in various states, including Tennessee. From 1991 until 2000, Mr. Wolfson was an attorney with the Chicago office of Baker & McKenzie, where he specialized in complex cross-border transactions and M&A. He was elected partner in 1999 and also worked for Baker offices in Barcelona, Spain and in Santiago, Chile. Mr. Wolfson is an honors graduate of Colgate University with a major in Spanish and minor in Economics, and holds a JD with distinction from Northwestern University School of Law in Chicago. He is fluent in Spanish. He and his wife, Lou Anne, have lived in Nashville for over 10 years, and have three children who attend Metro public schools (Julia Green and JT Moore).

Camiqueka Fuller

Ms. Fuller is a full time parent and community volunteer and is the proud parent of a KIPP Academy Nashville 7th grader, and a committed volunteer on the KIPP Academy Nashville Parent Involvement Committee (PIC). In addition to her volunteer work at KIPP Nashville, Ms. Fuller also regularly volunteers at the elementary school attended by her other two children.

Daphne Butler (Development Chair)

Daphne is the mother of four young children and is an active community volunteer. At present, she serves on the boards of STARS Nashville and the Children's House Montessori School. Last year she chaired the annual fundraising events for the Rape and Sexual Abuse Center and Kids on the Block, Nashville. This year she is chairing the Land Trust of Tennessee's annual Blue Moon event. Prior to moving to Nashville eight years ago, Daphne was Director of Strategic Online Wedding Registry Development and Director of Customer Care at Martha Stewart Living Omnimedia in New York City. Prior to Martha Stewart, Daphne helped start a multi-channel retail company in New York, worked in corporate relations for Burson-Marsteller, Inc. in

Chicago, and served as an investor relations associate for the Chicago-based investor Sam Zell. Her passion for education began upon graduation from the University of Virginia in 1991 when she moved to Washington, D.C. to work for Lamar Alexander at the US Department of Education. Since college, Daphne has volunteered as a mentor and/or tutor in Charlottesville, Washington D.C., Nashville, Chicago and New York. Daphne speaks Spanish fluently.

Drew Goddard

Drew Goddard is practice leader of the firm's Environmental Group. He graduated from Vanderbilt University School of Engineering in 1975, Tau Beta Pi, and from Duke University School of Law in 1978, Order of the Coif. He joined Bass, Berry & Sims in 1978 and has practiced environmental law for over 20 years. Drew is a former chair of the Environmental Section of the Tennessee Bar Association. He has served on external steering committees of the Tennessee Department of Environment and Conservation, is editor of the *Tennessee Environmental Law Letter*, and taught an environmental law course at Vanderbilt University School of Law for 13 years. He has served for several years on the various environmental committees and subcommittees of the Tennessee Chamber of Commerce and Industry and has lectured extensively on environmental law issues. In 2005, Governor Phil Bredesen appointed him as the chair of the Tennessee Heritage Conservation Trust Fund Board. Drew has been listed in *The Best Lawyers in America*® since 1991 and has been named one of the best environmental lawyers in the state by *Business Tennessee* magazine for the past four years.

Rob Elliott (Finance Chair)

Rob Elliott serves as Vice President of Finance and Administration for Stansell Electric Company, Inc., a Nashville based electrical contractor. Prior to Stansell Electric Company, Rob worked with early stage medical device and technology companies in the roles of entrepreneur, manager and investment banker. In addition to KIPP, Rob has sat on the Boards of The Mustard Seed School (Hoboken, NJ) and Bless the Children of Haiti (Boston, MA). Rob holds a B.Sc. in Commerce from the University of Virginia, McIntire School of Commerce and is a graduate of Montgomery Bell Academy.

Elizabeth Dennis

Elizabeth is a full time parent and community volunteer who has taken leadership roles in top non-profits in Nashville and New York. Prior to joining the KIPP Nashville team, Elizabeth enjoyed a successful fourteen year career in banking and finance during which she held positions with Goldman Sachs and Chase Manhattan Bank. In addition to her work with KIPP Nashville, Elizabeth has performed committee work and/or chaired philanthropic events for the United Way, the Sexual Assault Center, the Women's Fund of Nashville, Nashville Symphony, Frist Museum, Nashville Ballet, Southampton Hospital, and the Southampton Bath and Tennis Charitable Fund.

Felice McCoy

Felice McCoy excels at providing strategic direction and senior leadership within high-functioning organizations. Boasting a strong track record of success as a Supply Chain & Procurement Senior Executive, she is highly respected as a key influencer who accomplishes goals, gains peer consensus, and integrates diverse business units to achieve unified strategic goals. Well-rounded in her success, Felice has proven her adaptability and generalist experience

with outstanding achievements leading and transforming enterprise-wide procurement and supply chain programs as well as customer experience and net promoter score initiatives. Felice is recognized as a change agent and has transformed an unknown procurement group into a respected business unit known for contract expertise and vendor management. As the Senior Director of Corporate Supply Management at Asurion, she achieved this while successfully managing \$220 million in indirect global spend and by establishing key metrics, internal controls, systems, and databases. Felice's background also includes serving as Director of Project Management for a \$650-million collision repair company and transforming a local courier into a full logistics company as the president of a \$3-million logistics firm. Felice earned her EMBA from SMU, adding this to her educational achievements that already included a B.S. in Logistics from the University of Tennessee, Net Promoter Certification, and a Green Belt Six Sigma Certification.

Brad Smith

Brad Smith is the co-founder and CEO of Aspire Health, a new healthcare company focused on providing palliative care services to patients facing advanced illnesses. Prior to Aspire, Brad worked for the State of Tennessee in a number of economic development roles including as Interim CEO and President of LaunchTN, a public-private partnership focused on promoting entrepreneurship in Tennessee, and as chief-of-staff at the Tennessee Department of Economic and Community Development, helping oversee the day-to-day operations of the 140-person, \$220 million department. Prior to his time at the state, Brad was the founding executive director of the Tennessee State Collaborative on Reforming Education (SCORE), a statewide education initiative chaired by former U.S. Senator Bill Frist. Brad graduated summa cum laude from Harvard University, where he wrote his thesis on the effects of charter schools on student achievement, and has a Masters in Comparative Social Policy from Oxford University, where he was a Rhodes Scholar.

Resumes for each board member are included in Attachment 3E-2.

Parent and Community Involvement in Governance

KNCPE will encourage parent and community involvement in the governance process through the board. As required by Tenn. Code Annotated § 49-13-104 (3), an elected representative from the parent body will serve on the board annually to represent the interests of parents of KNCPE. In addition, the board recruitment process will focus on the immediate community served by KNCPE. Parents will also be invited to participate on board committees.

Governance and Operational Policies

The following policies have been established by the board to guide the governance and operation of schools within KIPP Nashville. Policies that pertain to staff have been included in the staff handbook, included as Attachment U.

Non-Profit Status

KIPP East Nashville Preparatory, doing business as KIPP Nashville, the sponsor of KNCPE, has been organized as a Tennessee nonprofit corporation and will operate as a tax-exempt organization pursuant to federal Internal Revenue Code section 501(c)(3). See Attachment 3B

for the Articles of Incorporation for KIPP East Nashville Preparatory and Attachment 3A for Letter regarding tax-exempt Status.

Commitment to Non-Discrimination

KNCPE shall comply with all applicable federal, state and local laws, rules and regulations, including, without limitation, the constitutional provisions prohibiting discrimination on the basis of disability, age, race, creed, color, gender, national origin, religion or ancestry.

Accountability

KNCPE shall operate under the auspices of, and be accountable to, MNPS and subject to all MNPS' policies and regulations, unless specifically waived.

Grievances

The KIPP Nashville grievance policy allows student, parents, and other stakeholders opportunities to voice and resolve grievances. Attachment 17 includes a copy of the KIPP Nashville grievance policy.

Procedures

KNCPE shall operate in compliance with all MNPS policies and regulations and all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific MNPS' policies or regulations and state law may be requested by KNCPE by submitting such a request, in writing, to the MNPS director of schools. The request shall include the reasons why KNCPE is in need of or desires the waiver. The director of schools shall have ten (10) school days to review the request and, thereafter, will present the matter before the school board at its next regular meeting. Waivers of the MNPS' policies and regulations may be granted only to the extent permitted by state law. In the event the policies or regulations from which KNCPE is requesting a waiver are required by state law, MNPS agrees to jointly request such a waiver from the state board of education.

Non-Religious, Non-Sectarian Status

KNCPE agrees that it shall operate, in all respects, as a nonsectarian, non-religious, non-home-based public school. KNCPE shall not be affiliated with any nonpublic or sectarian school or religious organization.

Mandatory Reporting

KNCPE shall develop, with the cooperation of MNPS, the types of reports MNPS would like from KNCPE. These written reports will concern its operations – financial or otherwise – including, without limitation, progress made toward its educational goals and objectives, policy development issues, student attendance and student discipline information and personnel matters.

Dissolution

In the event KNCPE should cease operations for whatever reason – including the non-renewal or revocation of its charter – it is agreed that MNPS shall supervise and have authority to conduct the winding up of the business and affairs of KNCPE; provided, however, that in doing so, MNPS does not assume any liability incurred by KNCPE beyond the funds allocated to it by MNPS under the charter agreement. MNPS' authority hereunder shall include, but shall not be

limited to, the return and disposition of any assets acquired by purchase or donation by KNCPE during the time of its existence.

School Governance

KIPP East Nashville Preparatory, doing business as KIPP Nashville, shall be the sponsoring organization for KNCPE. The board of KIPP Nashville shall serve as the board of directors for the direct governance of KNCPE (referred to herein as either the board of directors or the board). The board of directors will control all of the operations and governance of KNCPE. The members of the board of directors will be representative of the Nashville community and will have a wide range of experience and expertise, including: finance, marketing, education, management and administration, law and fundraising. As required by Tenn. Code Annotated § 49-13-104 (3), a parent representative of a child who is enrolled at KNCPE will be elected to the board of directors.

Operational Policies

KNCPE shall be responsible for its own operations within the limitations of any funding provided by MNPS and other revenues derived by KNCPE consistent with law, and shall have authority to independently exercise – also consistent with federal and state law – the following powers (including such other powers as provided for elsewhere in the charter):

- contract for goods and services;
- prepare a budget;
- select personnel and determine their compensation;
- procure insurance;
- lease facilities for school purposes;
- purchase, lease or rent furniture, equipment and supplies, and;
- accept and expend gifts, donations or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of the Charter.

MNPS shall be given written notice of all accepted gifts, donations and grants, and any conditions thereof on a monthly basis. In exercising these powers, KNCPE shall comply with all applicable MNPS policies unless a specific waiver is obtained. Upon request, KNCPE shall furnish to MNPS copies of all written policies or procedures it may develop with respect to any matter relating to its operations and educational program upon adoption of such policies by the board.

Travel Policies

Student Field Lessons

Field lessons and other off-campus learning experiences are an integral part of the KNCPE educational program. KNCPE believes that these experiences will provide invaluable opportunities to its students and anticipate that the majority of field lessons will have a college focus. These field trips will have a clear academic and educational purpose and be well planned to ensure maximum value. The school leader will approve all field lessons and off-campus learning experiences. The safety of the students is clearly a priority when taking students on fieldtrips and off-campus learning experiences and every reasonable precaution will be taken to ensure student safety. The procedures listed below are followed for every field lesson:

1. Each field lesson will be designed and planned by teachers under the direction of the school leader with clear objectives arising from KNCPE academic and enrichment programs.
2. Teachers will submit a detailed plan to the school leader for final approval three weeks prior to the planned field lesson. The plan must demonstrate that teachers have taken steps to minimize cost and maximize learning.
3. All field lessons will be provided at no cost to students.
4. Each parent/guardian will be required to sign and return a field lesson permission slip that will detail the purpose of the trip and provide all essential logistical information, such as where students are going, the duration of the trip and the mode of transportation. Parents are encouraged to participate in field lessons as well, and may sometimes serve as additional chaperones.
5. Emergency contact information for all students and appropriate first aid supplies will be brought on every field lesson.
6. Students will participate in appropriate follow-up activities at the school upon their return from the field lesson.
7. Teachers and administrators will evaluate the effectiveness of each field lesson.

Safety

The establishment and maintenance of a teaching and learning environment that promotes wellness, health and safety is a primary responsibility of the KIPP Nashville Board of Directors. Policies will be developed in accordance with all of the applicable health and safety laws and regulations of federal and state government as they pertain to public school operation.

The school leader is responsible for seeing that the day-to-day practice of safety is a part of the school and is included in the instructional program. Policies will address the following topics:

1. Fire protection
2. Accident prevention and reporting procedures
3. Indoor air quality plan and asbestos inspections
4. Multi-hazard plan
5. Warning systems
6. Emergency drills (Local and community-wide, including fire, severe weather, earthquake and bomb threats)
7. Emergency closings
8. Traffic safety
9. Traffic and parking controls
10. Safety inspections
11. First aid, emergency medical care, infection control
12. Student/employee provision of required health records and required immunizations
13. Staff TB clearance and CORI checks
14. Reporting of suspected child abuse/neglect
15. Sexual harassment
16. Establishment of alcohol/drug/tobacco/violence-free environment

Other topics for policy establishment will be determined via review and compliance with Nashville Board of Education policies and procedures. All staff members shall report current and

potential hazards to their immediate supervisors. Items that endanger school facilities and individual safety are not allowed on school premises.

Security

Procedures to adequately protect school property shall include, but not be limited to:

1. Controlling the issuance of building keys, master keys, access cards, and security cards
2. Permitting access to classrooms, laboratories, gymnasiums or other school facilities or equipment only during times when there is appropriate faculty and staff supervision
3. Securing teacher work areas when being left unattended or at the end of the day

The school leader shall secure assistance from law enforcement officials when it is deemed necessary to maintain order or security during the school day or during extracurricular activities at school. The school leader shall call the Nashville Police Department in cases involving illegal entry, theft or vandalism. The school leader shall also notify the board within 24 hours after each case of vandalism, theft, building damage and illegal entry. The board is authorized to sign a criminal complaint and to press charges against perpetrators of vandalism against school property.

Crisis Intervention and Emergency Preparedness Plan

KNCPE is committed to providing a safe learning environment that supports academic achievement. School safety is a community issue that requires collaboration among schools, emergency response agencies, parents and the community. KIPP Nashville has drafted the KNCPE Crisis Intervention and Emergency Preparedness Plan which outlines procedures and activities that will be instituted to prepare for and react to emergencies. The Crisis Intervention and Emergency Preparedness Plan has been prepared as a living document that will be reviewed and updated at least annually.

As KNCPE prepares to open its doors to students for the first time, the Crisis Intervention and Emergency Preparedness Plan will be updated during the spring of 2015, approved by the board of directors and implemented so that newly-hired faculty and staff can be trained well in its contents. It is currently under review and will undergo additional revisions by the school leader. Completion of this plan is noted in the school's implementation timeline and the board of directors will expect to approve a final version of this plan at its July 2015 meeting.

KIPP Academy Nashville relies on its staff handbook which details many internal policies developed by the board not listed above. The principal of KNCPE will develop a similar handbook for KNCPE during the Fisher Fellowship planning year.

See Attachments 3A through 3F for the following:

- Articles of Incorporation
- Proof of non-profit and tax exempt status
- Governing board by-laws including policies on Open Meetings and Open Records
- Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees
- Resumes of applicant team members (including any proposed leaders and founding board members)
- Draft of initial board policies

II. Personnel/Human Capital

Personnel/Human Capital

One challenge facing all public schools is having a sufficient supply (“pipeline”) of skilled teachers, leaders and support staff.

All teachers in a public charter school must have a current valid Tennessee teaching license, or meet the minimum requirements for licensure as defined by the state board of education. Statutes or rules relative to licensure may not be waived without jeopardizing the eligibility of charter school teachers to be licensed. Tennessee provides, however, a variety of alternative routes to licensure, which may be reviewed [here](#).

Charter school administrators may not need a license, if the school applies for a waiver of the applicable laws and rules.

Describe the proposed plan for staffing, recruiting, selecting and, the school’s personnel policies, and the school’s leadership structure.

- Explain the relationship that will exist between the proposed school and its employees, whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.
- Attach a copy of the school’s draft personnel policies and draft copy of the employee manual if developed.
- Will any positions be grant funded? What will be the purpose of these positions and how will they be sustained following the grant period?
- Outline the proposed salary ranges and employment benefits, as well as any incentive or reward structures that may be a part of the compensation system. Explain the school’s proposed strategy for retaining high-performing teachers. Note that State law requires full-time charter school staff to participate in the same insurance and benefits programs “in the same manner as teachers and other full-time permanent employees of the LEA.” T.C.A. § 49-13-119.
- Describe your strategy, plans and timeline for recruiting and hiring the teaching staff, including the school’s plan for hiring appropriately licensed “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.
- Define and elaborate on the draft procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- Give a thorough description of the process for hiring the school leader. Explain how the school leader will be supported, developed, and provide a draft evaluation instrument for the school leader.

- Describe how the proposed school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes.
- Attach a copy of the school’s organizational chart and highlight the areas of this organizational structure that relate directly to the school’s vision, mission.

Fill out the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models.

Leveraging the KIPP Network

KNCPE will be part of the growing network of KIPP schools in Nashville and will be supported by the regional School Support Team, KIPP Nashville, as well as the national KIPP network. Through KIPP Nashville, KNCPE will have access to services and supports to reduce the number of responsibilities at the school site, enabling KNCPE to benefit from the expertise and experience of KIPP Nashville staff (including the CAO and executive director). Responsibilities including development, talent recruitment and data management will all be handled by the School Support Team to ensure the school site staff has the backing needed to meet its goals and facilitate superior student achievement.

Management

School Support Team

In determining the structure of the staffing model for the KIPP Nashville network of schools, the founding group sought to create a structure with clear accountability, clear division of responsibilities, and one that capitalizes on the expertise of the founders of the original KIPP Nashville school. Under that structure, the Board has appointed an executive director of the network.

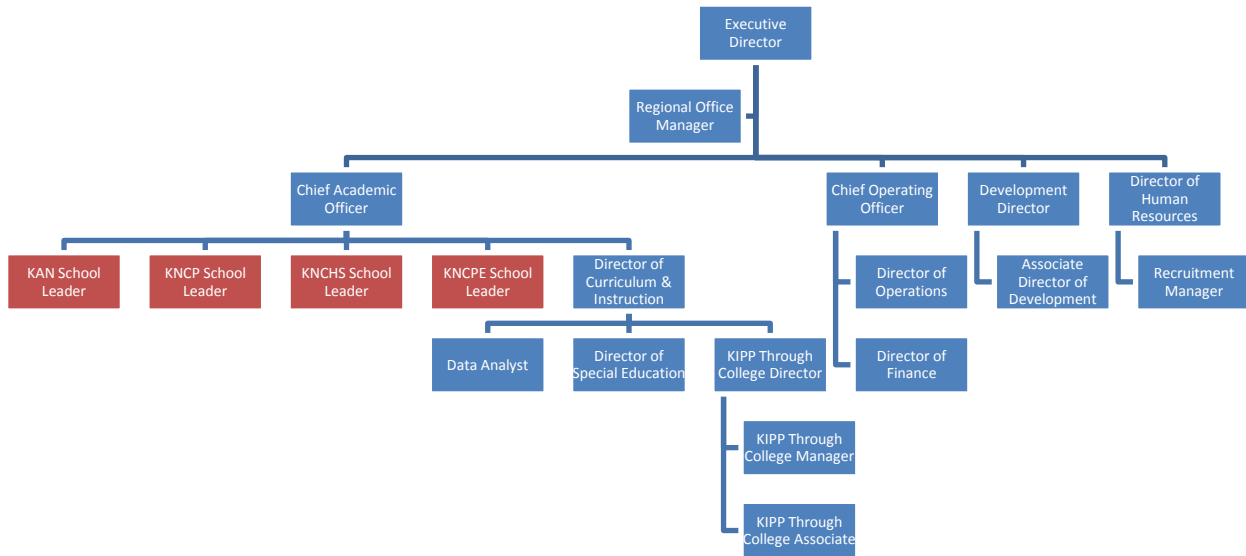
The executive director is supported by other network staff who together comprise the School Support Team (SST). The SST includes a chief academic officer (CAO), a director of finance, director of operations, and a development director. This leadership team is accountable for appointing, developing, and managing school leaders.

As the managing body responsible for operational success of the KIPP Nashville network as a whole, as well as for the success of each school within the network, SST staff carry out the following responsibilities:

Responsibility	SST staff responsible
Ensuring the academic success of each network school	CAO School Leaders
Ensuring the organizational viability of each network school	ED DO
Ensuring compliance of all network schools with all relevant laws and regulations	DO
Fundraising and development	Development Director ED
Public relations and marketing	Development Director
Facility acquisition and development	ED DO
First-tier staff recruitment	ED

Responsibility	SST staff responsible
	School Leaders
Network-based hiring and firing (including school-based school leaders)	ED CAO School Leaders
School leader identification, development, and evaluation	ED CAO
Business Manager identification and development	ED DO
Setting employee compensation policies and ensuring consistent compliance	ED DF
Professional development for network staff and school-based Business Managers and deans of students	CAO School Leaders
Identifying opportunities to maximize efficiency through network-wide service provision and procurement	DF
Professional development for school-based school leaders	CAO

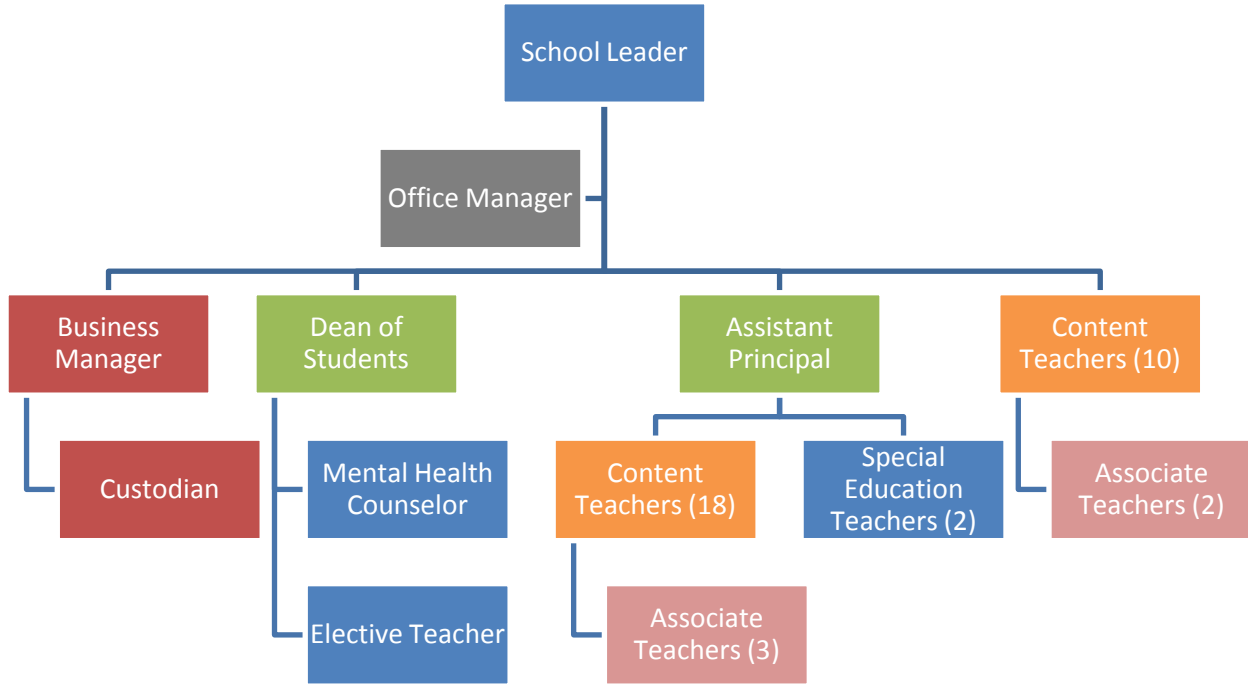
KNCPE Year 1 (2015-16) SST Organization Chart



The original KIPP Nashville school will “host” the operations of SST staff, incurring expenses directly, and then billing each network school on a proportional per-pupil basis. Network expenses will be tracked, accounted, and booked by network staff and will be charged monthly to each network school.

School-Based Staff

The school leader will report directly to the chief academic officer, and will be accountable for the academic success of that school. The school leader will have a business manager who reports to the director of operations and also has a dotted line to the school leader. The business manager is responsible for managing all non-academic affairs in the school, thereby freeing the school leader to be a true instructional leader. Each school leader also has an assistant principal to help ensure that the school leader can adequately manage the academic staff (primarily teachers).



School-based administrators carry out the following responsibilities:

Responsibility	Network staff responsible
Ensuring the academic success of the school	School leader
Hiring and firing of instructional staff and Business Manager	School leader
School-based budgeting, within the parameters of compensation policy (not staffing policy), network-based services and purchasing, facility constraints, and minimum reserve requirements.	School leader
All decision-making relative to curriculum and instruction, within the parameters of network academic standards, network interim test administration, and accountability to the network for academic performance.	School leader
Second-tier hiring of instructional staff and Business Manager	School leader
Professional development for all instructional staff	School leader
Ensuring the organizational viability of the school	Business Manager
Ensuring compliance of the school with all relevant laws and regulations	Business Manager & DO

Responsibility	Network staff responsible
Hiring and firing of operations staff	Business Manager
Facility upkeep and appearance	Business Manager
Second-tier hiring of operations staff	Business Manager
Professional development for operations staff	Business Manager & DO
All other school-based operations	Business Manager

School leader: Roles and Responsibilities

KNCPE will have one school leader, reporting to the CAO. The school leader will be accountable for the overall success of the school, and all school-based staff will either report directly to the school leader, or to another administrator who reports directly to the school leader. We have designed our organizational structure in this way in order to ensure that the school leader will have complete authority at the school level and the unchallenged ability to choose and/or replace all school-based staff.

The school support team will provide extensive support to the school leader in order to ensure that the school leader can focus almost exclusively on instruction. That support will take the following forms (more detail on each in the sections that follow):

Who	What
CAO	Train, support, and develop the School leader, including providing direct and regular performance feedback.
DO	Train, support, and develop the Business Manager and Dean of Students at each school, and train the School leader in managing and evaluating the Business Manager.
DO	Train all school-based staff in important compliance measures, ensuring compliance directly, through action, wherever possible and appropriate and coordinate multi-school procurement and service provision (in selected areas only)
Development Director	Manage all fundraising, publicity, and other development work.
DF	Provide all financial coordination, reporting, etc., with school-based staff conducting only minimal site-based recording and reporting and coordinate all state reporting
DO	Coordinate all technology maintenance and development
Recruitment Manager	Network staff will coordinate all student recruitment and all first-tier teacher recruitment (candidate recruitment and initial screens)
CAO	Network staff will coordinate all related-service providers, all necessary staff training and other compliance measures for special education and teachers of Limited-English-Proficient students.
Business Manager (school-based)	The school-based Business Manager will serve as the point person and will be accountable for non-academic program elements, including: all building issues, transportation, food service, health issues, student discipline, parental involvement and communication, the after-school program, and neighborhood relationships.

With this level of support behind him/her, the school leader will be able to focus nearly all of his/her time as the true instructional leader of the school, overseeing all instruction and curriculum matters at the school level, including carrying out all of the following responsibilities

- Supervising and evaluating teachers
- Observing teachers weekly (more frequently for some) and providing in person feedback
- Coordinating professional development
- Monitoring and providing input on scope and sequence, unit plans, and lesson plans
- Conducting data meetings on the basis of interim test results
- Adjusting the structure of the instructional program as needed

Kristin Wiens, a current academic dean at the original KIPP Nashville school, will be the school leader of KNCPE (resume attached). In selecting a school leader candidate, we looked first within the current school community, since replication will require above all else a familiarity with our current model. After the position was announced throughout the current KIPP Nashville community, Kristin was selected on the basis of her instructional knowledge, her years of experience, her record of academic achievement, and her demonstrated leadership qualities. Kristin has also been selected by the KIPP Foundation to participate in the highly selective Fisher Fellowship, the KIPP Foundation's school leader preparation program, from June 2014 through June 2015.

Instructional Leadership Recruitment and Development

In order to further support the School leader in the instructional leadership process and to reduce the number of direct reports to the School leader, the School leader will also have an assistant principal and Dean of Students, reporting directly to the School leader, who will be responsible for directly supervising, evaluating, and developing a segment of the teaching staff, under the School leader's oversight. Whether that segment of the staff is delineated by grade level (i.e. teachers in grades 3-4) or by subject area (all math and science teachers) is a decision the School leader will make.

The assistant principal will also be part of a pipeline of instructional leaders who could potentially assume the role of School leader. To further develop potential instructional leaders, the school will also run a highly selective Instructional Leader Fellowship. This fellowship role includes a carrying a full teaching load, helping coordinate and lead professional development, and observing teachers with the instructional leader and discussing the feedback that the instructional leader can and should provide to the teachers observed.

School leader Supervision, Evaluation, Support, and Development

The School leader at each school will report directly to the CAO, who will in turn be responsible for evaluating, supporting, and developing the School leader. The CAO will observe classes, walk hallways, and frequently attend professional development sessions, data meetings, and post-observation meetings in order to provide targeted feedback to School leaders.

Student achievement, in absolute terms and in value added terms will be the ultimate measure of the success of School leaders. The CAO will also regularly evaluate School leaders on the basis of the KIPP Leadership Competency Model (see Attachment 19). The CAO, along with the

School leader, will conduct baseline assessments of the School leader’s strengths and weaknesses according to the standards, set goals in target areas, and constantly assess and reflect on the extent to which School leaders are improving in each area.

The CAO will conduct bimonthly professional development sessions with instructional leaders from all KIPP Nashville schools in order to provide school leaders with organized opportunities to develop their skills and to collaborate with their colleagues. The content of those sessions will be based on the greatest areas of need identified in the evaluations and self-evaluations of school leaders relative to the Instructional Leadership Standards.

Business Manager Identification, Evaluation, Supervision, and Development

Business Managers will report directly to the School leader at each school, who will also evaluate Business Managers twice each year according to the KIPP Nashville Operational Leadership Standards. It will be the responsibility of the DO to hire, train and develop Business Managers, including pre-service and in-service training.

The DO will conduct bimonthly professional development sessions with Business Managers from all KIPP Nashville schools in order to provide Business Managers with organized opportunities to develop their skills and to collaborate with their colleagues. The content of those sessions will be based on the greatest areas of need identified in the evaluations and self-evaluations of school leaders relative to the Operational Leadership Standards.

Within each school, the Business Manager will also conduct regular professional development sessions with the school-based leadership team.

School Support Team Staffing Plan

The chart below outlines the plan for School Support Team staff growth over the first 5 years of KNCPE. The School Support Team’s growth has been planned to ensure the leaders of KNCPE and other KIPP Nashville schools are well supported and equipped for success when launching and leading their schools.

SST Staff	2013-14	2014-15	2015-16	2016-17	2017-18
Executive Director (ED)	1	1	1	1	1
Chief Academic Officer (CAO)	1	1	1	1	1
Chief Operating Officer (COO)	0.5	1	1	1	1
Director of Operations (DO)	1	1	1	1	1
Director of Finance (DF)	1	1	1	1	1
Dir, Curriculum & Instruction	0	1	1	1	1
Recruitment Manager (RM)	1	1	1	1	1
HR Director	0	0	1	1	1
Development Director (DD)	1	1	1	1	1
Associate Development Dir	1	1	1	1	1
KTC Director	1	1	1	1	1
KTC Manager	1	1	1	1	1
KTC Associate	1	1	1	1	1
SPED Director	0	0	1	1	1

*KIPP Nashville College Prep Elementary Charter Petition
2013*

Data Analyst (DA)	1	1	1	1	1
Marketing Manager (MM)	0	0	0	1	1
Office Manager (OM)	1	1	1	1	1
Total SST Staff	12.5	14	16	17	17

Instructional Staff Recruitment

Careful teacher recruitment is essential for great teaching. The recruitment manager will be responsible for conducting first-tier staff recruitment activities: advertising, recruiting events, resume collection, and first round interview screens. Candidates will then be passed on to network schools for site-based interviews and the remainder of the candidate selection process. Initially, staff recruitment activities will be coordinated at the network level by the ED. As the number of schools in the network grows, we will hire a full-time Recruitment Manager to conduct staff recruitment.

In identifying strong candidates, KIPP Nashville looks for the following:

- Minimum 2 years of previous teaching experience, preferably in an urban setting
- Commitment to closing the achievement gap
- Evidence of intelligence and personal academic achievement
- A commitment to improvement and to actively seeking out constructive feedback and collaboration
- A strong internal locus of control

Staff Retention, Development, and Professional Advancement

Historical staff retention at KIPP Nashville has averaged 80%-85% annually (among teachers offered positions for the following year). KIPP Nashville teachers work extremely hard, but retention has been high because of the school conditions that allow teachers to be successful and to improve their craft. The 2012-13 mid-year staff survey results posted below reflect this staff positivity:

Question	Strongly Agree	Agree	Disagree	Strongly Disagree
<i>I have the opportunity to do what I do best every day.</i>	54%	38%	8%	0%
<i>In the last seven days, I have received recognition or praise for doing good work.</i>	58%	38%	4%	0%
<i>Someone at KIPP Academy Nashville seems to care about me as a person.</i>	81%	19%	0%	0%
<i>Someone at KIPP Academy Nashville encourages my development.</i>	69%	31%	0%	0%
<i>KIPP Academy Nashville's mission and purpose make me feel my job is important.</i>	81%	19%	0%	0%
<i>In the last year I have had opportunities to learn and grow.</i>	73%	19%	8%	0%
<i>I would recommend KIPP Academy Nashville to a friend as a great place to work.</i>	35%	54%	12%	0%

KNCPE Staffing Growth Plan

The KNCPE staffing plan maintains a low student-adult ratio, and a student-teacher ratio of below 16:1 in lower elementary grades, and up to 25:1 in fourth grade. This smaller environment ensures every student gets the individualized attention and support needed to meet rigorous standards. The assignment of an assistant principal to just two grade levels ensures that discipline and academic concerns can always be handled promptly and thoughtfully. This model also allows for weekly one-on-one coaching sessions with each teacher and the school leader or assistant principal to ensure lessons are strong and assessments reliable.

Position	Year 1	Year 2	Year 3	Year 4	Year 5
School leader/School Leader	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Dean of Students	0	0	1	1	1
Classroom Teachers (core subjects)	12	18	23	28	28
Classroom Teachers (non-core – special education, EL, foreign language, etc.)	1	1	2	2	2
Student Support Position 1 (specify – e.g. social worker, psychologist, etc.)	0	0	1	1	1
Specialized school staff 1 (elective teachers)	0	0	1	1	1
Teaching aides or assistants (Associate Teachers)	1	3	4	5	5
School Operations Support Staff (Office Manager, Business Manager, Bus Drivers, Custodian)	4	4.5	5	5.5	5.5
Total KNCPE Staff:	20	28.5	39	45.5	45.5

The staffing model above outlines the needs for staff as the school grows one grade a time, starting with 96 kindergarteners and 96 first-graders in year 1. The business manager, assistant principal, and school leader will all start in year 1 as the leadership team, with a dean of students added in year 3 to this team when the school first offers third grade.

Bus drivers will be hired, as needed, to meet the transportation needs of enrolled students. KNCPE will adjust this number if a larger number of students walk or rely on parent transport to get to and from school. The custodian, as an employee of the school, will maintain the facility regardless of the number of enrolled students.

Lower grade levels will have six core content teachers while third and fourth grades will each have five core content teachers. Core content teachers will teach all subjects in self-contained settings. Although the configuration of teachers and subject areas may change to meet the needs of the students (science teachers may be shared between upper grade levels to add an additional

reading/ELA teacher for example), the total number of teachers in each grade level will ensure a student-teacher ratio of 16:1 for grades K – 3 and 24:1 for fourth grade. An average of one special education teacher will be assigned for every 20 students with an Individual Education Plan (IEP) and an average of one ELL teacher will be added for every 40 ELL students (an ELL certified teacher will be utilized to support ELLs along with regular instruction unless KNCPE enrolls a population of students comprised of 40 ELLs or more). Elective teachers will start in year three along with a mental health counselor.

Job Descriptions

- School leader: The KNCPE school leader will implement KIPP’s Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader will oversee instruction and conduct each staff member’s formal evaluation, oversee the behavior management system, work with the leadership team and CAO to create and implement a high quality professional development and coaching program, and serve as primary liaison between the school and the community.
- Assistant principal: The assistant principal will be responsible for creating an environment that delivers quality instruction, develops teachers, and enables students to meet rigorous growth goals each academic year. In conjunction with the school leader, s/he will set school academic priorities and align school goals, professional development and interim assessments. In addition, the assistant principal will be responsible for implementing key student behavior management systems and take a lead role in addressing all student discipline.
- Dean of students: The dean of students will be responsible for overseeing KNCPE’s student interventions to ensure all students have an opportunity to succeed at KNCPE. The dean of students will oversee the student disciplinary process and will lead staff professional development sessions to develop and align school culture.
- Business manager: The business manager will work closely with the school leader to manage the day-to day finance and operations for KNCPE. S/he will report directly to the director of operations at the School Support Team with day-to-day oversight from the school leader.
- Office manager: The office manager oversees all administrative functions and is the first point of contact for visitors to the school.
- Counselor: The counselor provides students with non-academic support, referrals for outside services as necessary, and a means for addressing many of the challenges that come with students’ transition into adolescence. In addition, the counselor connects students and families to resources they need, such as access to food pantries, eyeglasses, human services, and other resources that support families through challenging times
- Grade team leader: Each grade level will have a designated grade team leader who leads grade team meetings and initiatives (such as paycheck celebrations and spirit days), child study teams, parent conferences, and collaborative planning. The grade team leader is chosen by the assistant principal based on leadership capacity and performance and receives a stipend to offset the additional responsibilities of the position.
- Teachers: All teachers are assigned to a content area or grade level (depending on the model finalized by the school leader in his/her fellowship year) and are responsible for the curriculum, instruction, culture, and success for all assigned students.

- **Special education teachers:** One special education teacher will be retained for every 20 students with an IEP. Special education teachers will “push in” to provide services to students in accordance with their IEPs and manage the IEP and referral processes. Special education teachers will also review disaggregated data for students who qualify for services to monitor the growth of students and make recommendations for adjustments to curriculum and instruction to best meet the needs of these students. Special education teachers may also plan and/or lead professional development initiatives for classroom teachers.

Organizational Chart

At KNCPE, our staffing model supports our philosophy that great teaching closes the achievement gap. Thus, the model is arranged so that the school leader will spend the majority of her time developing teachers into excellent instructors. Throughout the school’s growth trajectory, the school leader will collaborate with the assistant principal to directly manage all teachers. In year 3, dean of students will join the leadership team to provide addition leadership as the third graders prepare for their first PARCC test. Please see Attachment 2 for the organizational chart.

General Requirements for Employment

KNCPE employees are expected to conduct themselves at all times in a manner consistent with the highest standards of personal character and professionalism, with children, parents, prospective parents, co-workers and the community. All employees are expected to adhere to the requirements for employment described in the charter and personnel policies. All first-year employees are subject to a criminal background check and drug test, pursuant to Tennessee state standards. All instructional staff will be required to be highly qualified under NCLB.

- *School Leader*
The school leader will be required to have, at minimum, teaching experience and/or leadership training and/or experience.
- *Assistant Principal, Dean of Students*
Assistant Principals will be required to have, at a minimum, teaching experience and/or leadership training and/or experience.
- *Business Manager*
The Business/Operations Manager will be required to have management and/or financial leadership experience.
- *Instructional Staff*
Full-time faculty members will be required to obtain the appropriate teaching licensures as outlined by the state of Tennessee.
- *Non-Instructional Staff*
Non-core instructional staff members are not required to hold credentials but must demonstrate subject knowledge and the ability to work well with adolescents.
- *Other Staff, Substitutes and Consultants*
All other staff must demonstrate the abilities necessary to effectively carry out their responsibilities.

Employee Retention

Competitive Salary Range and Benefits

The KIPP Nashville salary scale is currently aligned with the MNPS salary schedule, with annual increases which must be approved by the KIPP Nashville board of directors during the annual budgeting process. KNCPE currently plans to use the same indicators for salary steps as MNPS (advanced degrees, tenure, etc.). After the first year at KIPP, salaries are typically increased annually by 3% to account for cost of living. This cost of living increase is approved annually by the finance committee against the budget if it can be accommodated, but cannot be guaranteed. KIPP Nashville may adjust salaries in the future upon completion of a comprehensive salary strategic plan.

Benefits are available to all staff. KIPP Nashville currently leverages the healthcare and retirement programs offered through Metro Nashville Public Schools. For the healthcare program, KIPP Nashville pays 75% of the program expense with the employee covering the other 25%. For certificated employees, KIPP Nashville pays about 9% of the employee's salary into the pension fund. For non-certified employees, this number is about 15.4%. Finally, KIPP Nashville manages all other payroll tax items including social security, medicare and unemployment insurance.

In addition to salaries, teachers are eligible for a leadership stipend, which is determined annually depending on the budget. Any teacher who has been awarded a leadership position (such as grade team leader, Miles Fellow, or extracurricular coach) receives a stipend to support their increase in responsibility. Finally, KIPP Nashville allocates a portion of the Miles Fellowship expense annually to offset the expense of the Miles Fellowship from the KIPP Foundation. The Miles Fellowship is available to staff who have been recommended by school leaders and approved by the KIPP Foundation for a year-long training program to develop their leadership skills.

Leadership Pipeline

In order to groom the most effective leaders of KNCPE, 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, assistant principal and dean of students roles, staff members have several levels of responsibility they can work toward on the leadership track. Because all staff will have Performance Management (PM) plans, 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.

On a semi-annual basis, KIPP Nashville's regional leadership team will conduct a leadership summit with KNCP leaders to identify staff with leadership potential, identify leadership pathways, and intentionally develop staff for leadership positions. This quarterly leadership summit works to address four specific goals:

- Increase alignment among regional leaders on trajectory of existing talent
- Identify KIPP school leadership program 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

Leadership summits are structured to consider each KNCPE employee's current and potential performance and to determine the highest organizational position that employee could obtain in the next four years. This planning allows 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.

Specific leadership opportunities teachers may be afforded range from sponsorship of a student activity to grade team leader. In addition, as a KIPP school, all recommended staff will have access to multiple leadership training programs through the KIPP Foundation.

Work Environment Geared Toward Retention

KNCPE will realize its mission, in large part, through the excellent instructional staff it will recruit and retain. The most recent research reveals that the most important factor in successful schools and student outcomes is not class size, school size, instructional materials or budgets, but teacher quality. In fact, according to researchers, it is the most important school-related factor influencing student achievement, and thus will be a primary focus of the approach to attracting and retaining teachers.

Teachers indicate that a positive, collaborative school climate and support from colleagues and administrators are the most important factors influencing whether they stay in a school.¹⁴ In an effort to retain the best teachers at KNCPE, a scholarly, professional environment will be maintained, wherein teachers are responsible for the development of curriculum, drive school-wide initiatives and goals, and ultimately facilitate superior student outcomes. Frequent, meaningful, relevant professional development that is tailored to each teacher's individualized professional goals will also be made available, along with ongoing access to collaboration through common planning time, staff-wide planning sessions, and staff work-sessions. All teachers will be continually evaluated for their leadership potential, with myriad leadership positions and responsibilities delegated to teachers who are ready to effectively manage more responsibility.

Teachers who leave schools cite an opportunity for a better teaching assignment, dissatisfaction with support from administrators and dissatisfaction with workplace conditions as the main reasons why they seek other opportunities.¹⁵ Teacher development and support will be primary objectives and responsibilities of the school leader. Annual staff surveys as part of the Healthy Schools Review; weekly check-ins with the assistant principal; formal and informal meetings with the school leader and a continual evaluation of staff culture of the school will ensure that the professional environment teachers choose at KNCPE is maintained authentically and consistently. Supportive school leadership who create trusting environments where educators are engaged in decision-making has a significant impact on teachers' decisions about where to

¹⁴ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

¹⁵ Ingersoll, Richard M. (2003). *Who controls teachers' work? Power and accountability in America's schools*. Cambridge, MA: Harvard University Press.

work.¹⁶ Teachers move in search of supportive school leaders and colleagues, reasonable teaching assignments and workloads, and sufficient resources.¹⁷ KNCPE has adopted a compensation schedule that fairly compensates teachers for their responsibilities, as well as robust professional development and leadership capacity building to ensure every teacher is engaged with appropriate responsibility and decision-making. Moreover, through the frequent and continual conversations between teachers and the leadership team, needs for resources can be assessed and needed resources will be provided in advance and promptly upon request.

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

Staff Recruitment and Selection

Staff Recruitment

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

Mission/Values-Alignment

In addition to seeking out qualified candidates who are student-focused and demonstrate a strong command of their subject area, KNCPE will be intensely focused on identifying candidates whose values align with the region's mission and values. All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development. KNCPE teachers' Commitment to College Completion, both personal and professional, will result in their support of the KNCPE mission and ultimately to their students' success. The staff of KNCPE shall uphold the regional values: optimism, zest, grit, curiosity, social intelligence, gratitude, and self-control.

Beliefs and Values

It is crucial that a teacher have not just the right experiences and skills to be an excellent teacher at KNCPE, but that s/he have beliefs and values that align with the priorities of the schools and the strategies that will be used to engender success for all students. As such, KNCPE will use the

¹⁶ Hirsch, E. & Emerick, S. with K. Church and E. Fuller. (2006) *Teaching and learning conditions are critical to the success of students and the retention of teachers: Final report on the 2006 Clark County teaching and learning conditions survey*. Hillsborough, N.C.: Center for Teaching Quality.

¹⁷ Johnson, S.M, & Burkeland, S.E. (2—3b). Pursuing a "sense of success"; New teachers explain their career decisions. *American Educational Research Journal*, 40(3), 581-617.

KIPP Framework for Excellent Teaching (see Attachment 18) to help assess the strength of a potential teacher. All teacher candidates will be vetted to ensure the following beliefs are true:

- With effort and appropriate strategies, all children have what it takes to learn rigorous academic material. I have an unshakable belief in the potential of every child.
- I am accountable for my students' learning despite external factors out of my control.
- Success is measured by short-term results and ultimately by the lives the students choose to lead.
- With unwavering diligence every problem that exists in a school can and should be solved.
- Teaching is not finite. It requires continuous learning, reflection, and problem solving, and requires that I constantly increase my repertoire, matching what is best for my students with the circumstances.
- The whole school significantly affects student learning, so I will continuously seek to improve the school by building strong relationships with colleagues and families.

Likewise, all teacher candidates will be vetted through interviews, demonstration lessons, and reference checks to ensure the following character traits can be demonstrated and developed within the candidate:

- Demonstrates grit through challenges to ensure that all of his/her students learn and grow;
- Never gives up on students, and supports students in responding to life's challenges;
- Approaches all aspects of life and teaching with zest, energetically giving his all;
- Demonstrates love for students by building respectful, caring, professional relationships with them, keeping commitments, and making decisions with students' best interests in mind;
- Uses his/her understanding of her own motives and emotions and those of others (social intelligence) to build strong relationships, create a welcoming, engaging learning environment, and to ensure that students learn;
- Demonstrates self-control that supports a stable mood and follows through on all commitments;
- Takes time to thank the students for hard work and results, the families for supporting their kids, and colleagues for great teamwork, showing gratitude every day;
- Expresses hope about his/her students' future thanks to their hard work, and expresses hope for the constant improvement of his/her own practice, the school, and the broader movement;
- Brings humor to his/her relationships with students and colleagues and to her teaching to engage students and make learning fun, and;
- Lives and models the school's values and norms.

KNCPE is committed to clear expectations not just for students, but for staff as well. All teacher candidates will be vetted for professional experience and skill, as well as the above beliefs and character traits. As such, all teachers sign a "Commitment to Excellence", which outlines the KIPP Nashville values for success and against which staff will be subsequently evaluated.

Staff Selection

The KNCPE staff selection process will be designed to be both rigorous and comprehensive in order to ensure staff members meet the very high standards necessary for success. The selection procedure will include the following multistep application and interview process:

1. Resume and application review –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.

All employees of KNCPE will be required to be fingerprinted and must complete a criminal background check before employment.

Employment with KIPP Nashville is entirely at-will and not for a specified term. This means that KIPP Nashville may terminate a staff member’s employment at any time, with or without notice, and supersedes any and all prior representations, understandings, proposals, negotiations, agreements, and commitments, oral or written, regarding your employment with KIPP Nashville.

School Leader Selection

In order for KNCPE to meet its ambitious goals and for teachers to have the support they need to succeed, the school will benefit from the KIPP Foundation’s Fisher Fellowship (see Attachment 16) and school leader selection process. Kristin Wiens, the proposed school leader of KNCPE, has been awarded the Fisher Fellowship through KIPP’s rigorous, national selection process, which effectively selects a handful of best-qualified candidates to lead new KIPP schools. Kristin is currently a two-year KIPP Nashville veteran and has led teachers to dramatic TVAAS and TCAP results in her role as KIPP Academy Nashville’s academic dean.

Dismissing School Personnel

As at-will employees, personnel may be terminated at any time for any legal reason. As part of the close working relationship with leadership outlined in the following professional development section, all staff will have frequent, continual dialogues about the staff member’s performance and progress toward goals. Dismissed staff will receive a letter of termination and compensation, including benefits, will not be issued after the date of termination.

III. Professional Development

Professional Development

Describe the proposed school’s professional development plan and opportunities and how they relate to the chosen academic focus and plan. Explain career growth and development opportunities for staff to maximize the contribution and retention of highly effectively employees

- Describe the core components of your professional development plan and how those components will support effective implementation of the academic plan.

- Provide a schedule and overview of professional development that will take place prior to school opening. Explain the topics that may be included during the induction period and how teachers will be supported in delivering unique or particularly challenging aspects of the chosen curriculum.
- Describe the expected number of days and hours for professional development throughout the school year and explain how the school's calendar, daily schedule, and staffing structure support this plan. Include time scheduled for collaborative planning and how such time will typically be used.
- Describe how the school's culture and leadership team will support professional growth.
- Describe the plan to cultivate future leadership capacity
- Explain how the school's staff will demonstrate a spirit of collaboration to share innovative practices across the entire district
- Describe the policies and procedures for evaluating staff, providing feedback and celebrating excellence.
- Detail who is involved in the evaluation process, how constructive feedback will be provided and how often.

Professional Development

Professional development (PD) at KNCPE will be characterized by collaboration. 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 Share tools, KNCPE teachers will constantly be supported to help others grow and grow from others.

Professional development at KNCPE will also be driven by data. Student achievement data will be collected effectively and frequently to ensure that teachers always have clear evidence for their goals and the measures of progress toward meeting those goals. Stakeholder data (such as parent and staff surveys) will also be used to drive the PD program, ensuring that areas that are not explicitly academic but that impact the success of the program (such as parent communication, staff satisfaction, etc.) are included as part of the annual PD plan. The KIPP Nashville data analyst is charged with the responsibility of collecting, compiling and reporting data for teachers to ensure that data is accurate and always readily available.

KNCPE will implement a PD program that authentically invests all staff, supporting them in working together with the support of the school leader and CAO. This approach will not only engender excellence in teachers who effectively realize the mission of the school, but will positively impact teacher retention and create a pipeline for leadership from within the school.

Weekly Coaching/Data Analysis

All teachers will submit and receive feedback on unit plans, unit assessments, daily aims and weekly assessments in advance of instruction or administration of assessment. Either the school leader or assistant principal assigned to a given 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. The coaching sessions will also use longitudinal data to that point in the year, behavior data from LiveSchool, and any other relevant data to inform the session. In addition to coaching to revise the subsequent week's instruction and assessment, each teacher will be supported in analyzing his/her growth towards individualized annual goals and self-identified priorities. These frequent,

ongoing meetings with the teacher's direct supervisor enable the teacher to get real-time feedback and support as well as ongoing communication about growth toward goals. As new priorities and trends emerge, these meetings may be used to help connect the teacher with appropriate resources (peer observations, assignments to collaborative planning teams, referrals for outside PD, support with parent communication, etc.) to facilitate satisfactory professional growth. Notes from these meetings will be used in conjunction with observation data and more formalized evaluation information to drive each teacher's annual coaching and evaluation process.

Goal-Based Individualized Professional Development

KNCPE 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 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. Because so much of a teacher's evaluation will be based on data, the subsequent three check-ins will occur soon after formal assessment data is made available and will utilize the assessment data disaggregated by cohort and class. The PD template can be found in Attachment xx.

KNCPE will maintain a scholarly environment in which all staff work together toward excellence, always growing, and committed to the school's mission.

- 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 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.
- Each year, every teacher will conduct and receive peer evaluations with every other teacher in his/her grade level and/or subject area.

Summer Professional Development

Each summer, KNCPE 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 two to 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. 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.

Ongoing Professional Development

Professional development at KNCPE will be characterized by collaboration around school culture and academic instruction. The four components of professional development at KNCPE will be: culture, data meetings, academic co-planning, and teacher coaching. As a KIPP Nashville school, KNCPE will benefit tremendously from the support of the regional network, collaboration with other KIPP schools in the region, and the support of the KIPP Nashville CAO. Through a longer day for teachers (all staff are expected to participate in meetings and trainings daily as a part of their regular schedule after students are dismissed), staff has myriad opportunities within their work day to receive coaching and PD as well as work collaboratively to devise instructional strategies.

Formal professional development will occur in weekly meetings which may be organized by grade-level, content area, small group organized by PD goal, specialty or whole staff. 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.

Culture sessions will be a time for teachers and administrators to create a healthy, consistent school culture for our students. Teachers will focus on particular behaviors on the "Classroom Culture" section of the KIPP Framework for Excellent Teaching (see Attachment 18). They will improve their practice by watching classroom videos of their peers and giving and receiving feedback.

Data meetings will be a time for teachers and administrators to assess how our students are progressing academically. The School Leader and/or the Assistant Principal will collect the data from the most recent assessment. Teachers will decide what their students know and what their students do not know yet. Then they will create an action plan for every child to reach mastery on every skill. Action plans may include reteaching or spiraling content that was not mastered by every student during whole-class instruction. Teachers will also create plans for what skills to reteach to individuals or small groups during workshop time.

Co-planning meetings will be a time for grade teams to plan their academic lessons for the week. Teachers will create assessments, unit plans, and lesson plans to share with their team during this time.

Coaching meetings with the School Leader or Assistant Principal are a time for teachers to develop their craft. The teacher will be supported in analyzing his/her growth towards individualized annual goals and self-identified priorities. These frequent, ongoing meetings with the teacher's direct supervisor enable the teacher to get real-time feedback and support as well as ongoing communication about growth toward goals. As new priorities and trends emerge, these meetings may be used to help connect the teacher with appropriate resources (peer observations,

assignments to collaborative planning teams, referrals for outside PD, support with parent communication, etc.) to facilitate satisfactory professional growth. Notes from these meetings will be used in conjunction with observation data and more formalized evaluation information to drive each teacher’s annual coaching and evaluation process.

The table below outlines each component of the KNCPE program for professional development.

Component	Who Participates	Who Leads	Schedule	Time Annually
Culture sessions	Whole school	School Leader and/or Dean of Students	1 hour, every Wednesday	38 hours 38 days
Data meetings	Grade teams	School Leader and/or Assistant Principal	1 hour, every Wednesday	38 hours 38 days
Co-planning meetings	Grade teams	Teachers	1 hour, every Wednesday	38 hours 38 days
Coaching meetings	Teachers	School Leader and/or Assistant Principal	1 hour, weekly or bi-weekly, during the teachers’ planning period	16-32 hours, 16-32 days

KNCPE will also utilize a mentoring program for its first-year teachers. These new teachers will be partnered with a more experienced mentor teacher, in addition to the support of the school leader, assistant principal, KIPP Nashville CAO, and supports offered by the teacher’s certification program, such as Teach For America.

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. Moreover, all staff will participate in a weekly PD sessions and daily planning during which they meet with other teachers and the school leader to exchange ideas, ask questions, and provide support to their peers.

Collaboration

Through KIPP Share, 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. This resource will provide significant support for lesson planning and curriculum development, immediately connecting KIPP teachers both within and outside of their region. 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. KIPP Share helps teachers avoid reinventing the wheel and allows them to immediately benefit

from and build off of the work of KIPP master teachers.

In addition, teachers and leader from other schools and districts are welcome to schedule a visit to KNCPE at any time. We believe in sharing our success with other schools and are eager to share our best practices with others.

Visits to High-Performing Schools

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.

School Leader Development

Once selected through the intensive Fisher Fellows selection process, school leaders participate in a year-long program before their school is opened, which provides intensive training and highly individualized support in the following areas: organizational leadership, academic leadership, operations management, and community development. Each Fisher Fellow must complete an intensive year of management and academic training that involves both a rigorous leadership institute hosted by the University of Chicago and several residencies involving hands-on training in key roles at exemplary KIPP school sites throughout the country. Following the full-time leadership-training program in year one, KIPP provides support and services to Fisher Fellows through the planning year and as they transition into becoming school leaders. See Attachment 16 for more information.

Observations and Evaluation

The evaluation process will be ongoing at KNCPE. The ongoing evaluation process is designed to better capture the true strengths and opportunities for growth of staff members (as opposed to isolated observations) to offer more constructive feedback and goal-setting guidance. All staff members (including non-instructional staff) are evaluated on three different dimensions: job performance, embracing school values, and progress with professional development plan.

The school leader and assistant principal will each provide a constant presence in classrooms throughout the school and observe teachers' lessons on a daily basis. While teachers may not always receive feedback from each lesson or parts of a lesson observed, they may often receive informal positive notes in their boxes or emails. If the school leader has specific concerns from a lesson observed, those concerns are addressed immediately in an informal meeting over lunch or after school. When a significant portion of a lesson has been observed, a lesson observation feedback form will be provided to the teacher.

One-on-One Meetings with the School Leader

Each staff member at KNCPE will have at least four conferences a year with the school leader and/or his designee. Each faculty and staff member will work with the school leader at the outset of the year to establish performance and growth goals. These will be measurable individual goals that are aligned to the school's annual goals and that will inform the evaluation process. During all four meetings in the year, teachers will discuss student assessments and progress, as well as their professional development and annual goal with the school leader. The focus of these meetings, however, will be to revisit each staff member's professional development plan and to track progress on that plan throughout the year. Staff members will be invited to share any new goals they may have set for themselves and any strategies they have implemented throughout the year for their own growth.

Annual Summative Evaluation

At the end of the year, each staff member will receive an annual summative evaluation that reflects his or her performance in each of the three dimensions throughout the year. These evaluations will be used to determine which staff members will or will not be invited to return to the school the following year. Moreover, the annual summative evaluations will also be used if there are bonuses or other rewards offered to staff members throughout the year. The results of this evaluation will be maintained in the confidential personnel file of each employee, along with any other employment-related documents or correspondence. All documents in the personnel file will have been signed by all concerned parties.

Individual Intervention Plan

While the evaluation process will be a formative process in which staff members are expected to have areas in which they need to grow, an additional step is introduced in the evaluation process in the event that staff members are not taking the initiative to improve in identified areas for improvement or to change unacceptable behaviors (such as consistently arriving late to work). Such staff members will be placed on an individual intervention plan (IIP), which serves as a probationary period during which the staff member will be focusing specifically on an identified problem. While a staff member is on an IIP, s/he will benefit from increased monitoring from the school leader and may have additional requirements in order to address the specified problem. For example, a teacher who is not spending the appropriate time planning lessons may be placed on an IIP for lesson planning. This teacher may be required to meet weekly with the school leader to review his or her lesson plans until the problem has been resolved. While several interventions take place prior to being placed on an IIP, a staff member may be placed on an IIP at the school leader's discretion for any behavior that is negatively impacting his or her performance.

School Leader Evaluation

The school leader will be evaluated by the KIPP Nashville CAO, executive director and board. The evaluation will consist of performance indicators informed by initial goals set at the beginning of the year and the responsibilities listed in each job description. These goals will be used to shape the school leader's professional development initiatives for the year, and equip him/her with the tools necessary to meet the goals outlined. The CAO and executive director evaluate the school leader in an ongoing process that is characterized by consistent observation and communication, and coaching the school leader through his/her growth. Additional

information to inform the evaluation will come from student assessment data, school culture audits, and parent/staff annual surveys. See Attachment 19 for a description of the Performance Management Evaluation Tool.

To provide guidance and support to new school leaders, the KIPP Foundation provides opportunities for peers in the national network to collaborate during annual leadership summits and through participation in Action Learning Project (ALP) cohorts that help school leaders work on solutions to common problems. For example, KIPP Nashville currently participates in KIPP's Common Core ALP which provides the KIPP Nashville CAO and school leaders with access to the top Common Core planners and instructors in the KIPP network. In addition to ALP participation, the KIPP Foundation provides all new school leaders with a startup inspection during a school's founding year. The purpose of this inspection is to identify areas for improvement as well as areas of strength, and to gauge the school's overall level of success. For more information on the KIPP ALP program, see Attachment 20.

Healthy Schools Review

The purpose of the Healthy School Review is to assess the school's current strengths and areas for improvement and help the school prioritize its next steps. The review also expands the capacity of KIPP staff and school leaders to use a common framework for discussing, evaluating and understanding school health as KIPP continues to expand. The Healthy School Review is conducted by a team of experience educators from SchoolWorks, the KIPP Foundation and KIPP school leaders who are on site at the school to collect and analyze data about its programs, practices and operations. The culmination of the review is a collaborative planning process, in which the review team and the school explore the team's findings, identify root causes and prioritize possible next steps. A report is generated from the visit and is shared with the school leader, the region and the KIPP Foundation. A description of the KIPP Healthy Schools Review protocol is included as Attachment 21.

IV. Operations Capacity

Operations Capacity

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

Tennessee law allows a charter school governing body to "contract for services," but it specifically prohibits contracting "for the management or operation of the charter school by a for-profit entity." T.C.A. § 49-13-124. So, a charter school may contract with a for-profit entity for limited services, but cannot give up the actual management or operation of the school to a for-profit entity.

If you intend to contract with specific educational service providers, such as a charter management organization (CMO), please include:

- Selection process and criteria,
- Division of roles between the board and the service provider,
- How performance of the provider will be measured,
- Conditions for renewal and termination of the agreement, and
- How you will check for and manage any potential conflicts of interest.

Describe the capacity of school leadership (current or proposed) in terms of skills, experience, and available time to identify and respond to the needs of the staff and also balance the needs of the school and students.

Tennessee law allows a charter school governing body to “contract for services,” but it specifically prohibits contracting “for the management or operation of the charter school by a for-profit entity.” T.C.A. § 49-13-124. So, a charter school may contract with a for-profit entity for limited services, but cannot give up the actual management or operation of the school to a for-profit entity.

School Support Team

The KNCPE school leader reports to the KIPP Nashville Chief Academic Officer (CAO), who is accountable directly to the KIPP Nashville executive director. The executive director is ultimately accountable to the KIPP Nashville Board of Directors for the performance of all KIPP Nashville schools including KNCPE. The executive director is also indirectly accountable to the KIPP Foundation, for the performance of the Metropolitan Nashville region and the schools that comprise it. The KIPP Nashville CAO will provide academic and instructional support, and her feedback on the school leader’s performance and the academic performance of the school will inform the executive director’s evaluation of the KNCPE school leader. The executive director’s primary goal is to ensure the high-quality, strategic growth and operational sustainability of the KIPP schools in the Metropolitan Nashville region.

The executive director’s responsibilities will include but are not limited to:

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

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%¹⁸ demonstrate the impact that a regional KIPP hub can make on its enrolled students. The KIPP Nashville School Support Team has been established in response to this evidence and is comprised of experts who leverage their skills and experience to support each KIPP Nashville school and school leader. Through a shared services model that creates economy of scale for services and support as appropriate, KIPP Nashville provides oversight and support around academics, data management, financial management, human resources, fundraising and development, facilities acquisition and management, technology development and support, and measurement and evaluation.

The KIPP Nashville network will provide the following services and benefits to KNCPE:

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

The KIPP Nashville School Support Team provides operational support to each school site in the KIPP Nashville cluster of schools, creating an economy of scale that affords expertise for each site that cannot be sustained by an individual school-site budget. Most importantly, the staff at KIPP Nashville allows school-site leadership and staff to focus on student achievement and results, delegating out other challenges to designated staff at KIPP Nashville. The team is currently comprised of:

- *Executive Director: Randy Dowell.*

¹⁸ 2010 Annual KIPP Report Card. < <http://www.kipp.org/reportcard/2010>>.

Randy Dowell was the founder of KAN and the school leader since its inception in 2005. Prior to his selection as a Fisher Fellow in the highly competitive KIPP process, Randy was a highly successful 8th grade math and science teacher. Since coming to Nashville to found KAN, Randy has been an advocate for quality school options for all Nashville students through close working relationships with the governor and MNPS.

- *Chief Academic Officer: Meghan Little.*
Meghan has worked as a highly successful math teacher, curriculum coach and Director of Curriculum and Instruction for KIPP schools in Washington DC and San Francisco. Meghan is a TFA alumna who began her teacher career as a fourth and fifth grade math and reading teacher in high-needs schools in Atlanta in 2001. She received the American Star of Teaching award and was featured twice on the United States Department of Education’s “Doing What Works” website for her effective use of innovative instructional practices.
- *Director of Development: Berry Brooks.*
Berry comes to KIPP Nashville after nearly ten years in development at the YMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and is an active servant leader in his community through his participation in the board of the Liberty Collegiate academy and Martha O’Brien Center, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies.
- *Director of Finance and Operations: Thomas Branch.*
Thomas has been the Director of Finance and Operations at KIPP Nashville since 2009. Prior to this, Thomas served as a highly successful Vice President and Financial Center Manager of a Wachovia branch in Nashville for four years, wherein he earned numerous awards and accolades for his management of the branch. Thomas has nearly ten years experience in the banking industry and holds a BS in Finance with a minor in Economics from Florida State University.

See Attachment 3E-1 for resumes for each of the individuals who are currently a part of the KIPP Nashville School Support Team.

KIPP Foundation

The KIPP Foundation is a national, non-profit organization whose mission is to provide educationally underserved students with the knowledge, skills, and character needed to succeed in top quality high schools, colleges, and the competitive world beyond. The KIPP Foundation achieves its mission by training and supporting school leaders to open and run high-performing public schools based on KIPP’s five pillars through the Fisher Fellowship and ongoing support. Although KNCPE, like all KIPP schools, is an autonomous school that has the flexibility to implement a program that best meets the unique needs of the students it serves, the support of the KIPP Foundation is a critical component in the organizational innovation of the school. Through the support of the KIPP Foundation, KNCPE teachers will have access to a national network of excellent educators who are closing the achievement gap in high-needs communities, high-quality professional development and training, fiscal support through fundraising and advocacy, and the selection and training of the school leader.

As a member of the family of national KIPP schools, KNCPE will have access to curricular and instructional best practices from leading educators that are updated to adapt to changes in state

and national standards. Through its established relationships with TFA and other groups, KIPP will assist KNCPE with its recruitment of outstanding teachers. KIPP also will provide consulting services to support KNCPE's business, academic and community outreach programs. Over the next five years, KIPP Nashville will have the opportunity to provide professional development to an increasing number of leaders as the KIPP Foundation was awarded a competitive federal grant through the US Department of Education's Investing in Innovation (i3) program in 2010. The grant enables more emerging leaders to attend KIPP Foundation's professional development programs, which provide a real benefit to KIPP students by allowing its leaders to interface with leadership experts and their counterparts leading elementary schools across the KIPP network.

In addition to providing support for leaders to attend the professional development programs, KIPP has retained Mathematica, a third-party research firm, to evaluate KIPP's impact across elementary, middle and high schools on student outcomes and to capture effective practices in leadership development. KNCPE will benefit from sharing effective practices with middle schools across the national KIPP network.

The KIPP Foundation will provide substantial support through its access to significant private and public grants. To date, relationships with the Walton and Challenge Foundations have yielded an average of \$200,000 in awards to each of the new KIPP schools upon approval from authorizers. Moreover, it is the fiscal support of the KIPP Foundation that enables the Fisher Fellow to dedicate the pre-opening year to planning and hiring for the new school site, in addition to the training and residencies provided through the year-long fellowship.

KNCPE's membership in the family of KIPP schools is subject to a license agreement that includes numerous assurances of quality control. This license requires continuing compliance with KIPP's Five Pillars as well as frequent multi-day school inspections and assessments by the KIPP Foundation. Membership in the family of KIPP schools will always remain dependent upon achieving and maintaining outstanding academic results. Although the KIPP Foundation has a sustained and significant commitment to the school, KNCPE will be first and foremost a Nashville community-focused school. In addition to state and national resources, KNCPE will establish strong local partnerships at the grassroots level within the local community. By tapping into the extensive network of resources throughout Nashville, as well as accessing the resources of the proven KIPP organization, KNCPE will operate as a homegrown and community-supported public school that successfully serves the needs of Nashville children.

School Management

School Leader

Kristin Wiens has been cultivated to found and lead KNCPE. Kristin was selected as a Fisher Fellow in the highly competitive KIPP process in 2013. She currently works as Academic Dean at KIPP Academy Nashville where she leads the dramatic academic growth students there are experiencing in Math, Science, and English Language Arts. Prior to coming to KIPP as a Miles Fellow in 2011, Kristin worked as a highly successful elementary and middle school science teacher at Edward W. Brooke Charter School in Boston. Kristin began her career as Teach For America Corps Member, teaching Algebra and Geometry in rural South Louisiana. Kristin is a

Stanford alumna with an Ed.M. in Teaching and Curriculum from Harvard Graduate school of Education.

During the 2014-15 school year Kristin will participate in the rigorous KIPP School Leadership Program as a Fisher Fellow. Detailed information regarding the KIPP School Leadership Program, as well as profiles of current participants can be found at <http://www.kipp.org/school-leaders>.

As school leader, Kristin will implement KIPP's Five Pillars in the operation of the school and will ensure that the mission, goals, and objectives of the school are being fulfilled. The school leader's responsibilities will include but will not be limited to:

- Creation of a school design plan, with the support of leading national experts on education and charter schools through the Fisher Fellowship, that informs revisions to the proposed charter application (see Attachment 16 for a description of the Fisher Fellowship and school design plan);
- Hiring, managing, and evaluating instructional and non-instructional staff;
- Managing the school's budget;
- Serving as the chief instructional leader;
- Ensuring compliance with state and local policies;
- Serving as the lead for cultivating community partnerships;
- Ensuring that the school is reaching its goals and moving toward its mission under the guidance of the board;
- Management of the school's daily operations;
- Communicating the vision and mission of the school to all stakeholders;
- Preparing the annual report and providing the board with regular updates on the school's progress in meeting the goals outlined in the school's accountability plan;
- Encouraging and providing opportunities for exchanging and sharing information between the school, the community and the district;
- Ensuring that the school is financially stable and fiscally responsible;
- Oversight and procurement of relevant, effective professional development for faculty and staff to teach and work with the students, and;
- Maintaining a mission-driven, productive school culture for all stakeholders (including parents, staff and students), which engenders academic and personal success.

Assistant Principal & Dean of Students

The school will have one assistant principal and one dean of students. These administrators will work closely with teachers, students and families to ensure students are meeting behavioral and academic expectations. The assistant principal will be the direct supervisor for roughly half of all instructional staff in the grade levels s/he presides over, initiating all weekly coaching sessions, reviewing weekly lesson plans and assessments, tracking teacher and student data, and reporting instructional priorities and professional development needs back to the school leader for school-wide implementation. Although the annual formal evaluation for teachers will come from the school leader, the assistant principal's findings throughout the year will inform this evaluation and goal-setting for the subsequent year.

The dean of students presides over grade-team leaders as the senior disciplinarian. The dean of students tracks student behavior and meets with students and parents as necessary. Proceedings for suspension and/or expulsion originate with the dean of students, and child study teams may be called by any staff member but are presided over by the dean of students. All parents have the cell number for the assistant principal for their student's grade level, creating another level of communication from home to school.

Business Manager

The business manager will work closely with the school leader to manage the day-to day finance and operations for KNCPE. S/he will report directly to the director of operations at the School Support Team with day-to-day oversight from the school leader. The business manager's responsibilities include but are not limited to:

- Coordinating annual planning and budgeting process;
- Implementing and managing financial controls and separation of duties;
- Executing analysis and review of monthly financials and prepare reports financial reports for school leader and the board;
- Coordination of all of the operations of the building including janitorial services, landscaping, garbage pick-up and utilities;
- Coordination of all operational projects and be key point of contact with Metropolitan Government of Nashville Department of General Services;
- Developing and maintaining key financial and operational processes;
- Coordinating all maintenance requirements and requests, and;
- Coordinating all volunteer programs.

Office Manager

The office manager will work closely with the school leader to coordinate day-to-day operations for KNCPE. The office manager's responsibilities will include but are not limited to:

- Acting as the first point of contact for parents and community members contacting or visiting the school;
- Serving as the registrar, helping maintain student records and registering new students;
- Receiving invoices, ordering supplies, and collecting and maintaining some human resources documentation;
- Assisting with the internal financial controls and separation of duties, and;
- Participating in the school community: assisting the school leader with student recruitment, teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips.

See Attachment 2 for the organizational charts that include both school management staff and the regional School Support Team.

Section 3: Financial Plan and Capacity

Charter School Financing

The budget document and narrative should be provided as attachments. They do not count toward the 250 page limit for the application.

As you develop your budget, review the [Charter and ASD Funding Overview FY13](#) document.

Also consider that, pursuant to State law,

- LEAs must allocate 100 percent of state and local education, and applicable federal funds to charter schools, on a per pupil basis. LEAs are required to pay based on projected enrollment for new schools and grades, and may then adjust during the year for actual enrollment and for differences in actual revenue received.
- Public charter schools must serve any eligible student, regardless of the cost of services (such as special education) that student may require.
- Authorizers may
 - o Charge an application fee of up to \$500.
 - o Withhold BEP funds to cover the insurance and retirement contributions for charter school employees (the law requires full-time charter school employees to participate in the same insurance and retirement plans as LEA employees).
 - o If the charter school is purchasing services from the LEA, require charter schools operated by operators new to the LEA to set aside one percent of BEP funds in an escrow account for the first four years.

Budget Document (Attachment)

The budget and financial plan for the charter school must include all anticipated revenues and expenditures and a plan for compliance with state and federal accounting and reporting requirements. Public charter schools are required to operate under an annual budget on a July 1 – June 30 fiscal year. For purposes of this application, the proposed charter school must submit the Public Charter School Planning and Budget Worksheet which is provided on the department's [website](#).

Detail the budget assumptions with revenue and expenditure projections reflecting proposed growth over time. Explain how the proposed budget is adequate to ensure your proposed school model can be implemented fully and how it supports your theory of action concerning student achievement.

Explicitly detail the following:

- Student enrollment and BEP projections
- All anticipated funding sources, including grants, state, federal and local per pupil eligibility, other government resources, private fundraising, eRate, student fees, donations, etc.
- All anticipated expenditures including salaries and benefits, yearly pay increases, instructional materials and supplies, equipment and furniture, technology for both student and instructional use, professional development, special education services, student activities and field trips, contracted services (ex. CMO, audit, payroll, IT, etc.), rent and utilities, office supplies and equipment, management fees, capital, contingency and insurance reserve funds.

Budget Narrative (Attachment)

Describe the systems and processes by which the organization and school will manage accounting, purchasing, payroll and audits. Include any draft policies on financial controls, etc. Specify any administrative services you expect to outsource to an independent contractor and describe the criteria for the selection of such contractors.

- Describe how the school will provide an independent annual audit of organizational and school level financial and administrative operations.

- Describe your team's individual and collective qualifications for implementing the financial plan successfully.
- Discuss the school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than expected.
- Discuss how one or more high needs student with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated.
- If there is a plan to outsource any or all financial areas such as payroll, benefits, audits, etc., include a statement on how you will choose the vendors and how you will oversee their activities to ensure fidelity and compliance.
 - Financial management
 - Fundraising and development
 - Accounting

Financial Oversight of KNCPE

KNCPE will implement financial controls, policies and practices to ensure the long-term viability of the school. These policies will include maintaining a balanced budget, creating a comprehensive budgeting process, conducting an annual audit of the financial statements, as well as an annual audit of internal procedures and controls (via an outside CPA firm), developing a system of checks and balances, and assigning clear roles and responsibilities to school administration, the finance committee and the board.

The financial operations of KNCPE will be managed by a team of strong financial professionals, with oversight from the board finance committee. The internal financial management team will be lead by the Director of Finance & Operations. Once KIPP Nashville splits this position into two positions, the Director of Finance will oversee all financial management.

Director of Finance & Operations

Thomas Branch

Thomas has been the Director of Finance and Operations at KIPP Nashville since January 2009. Since joining the KIPP Nashville Team, Thomas has played an instrumental role in strengthening the financial position of the school. His financial accomplishments include: receiving an unqualified audit, recording four consecutive years of federal grant compliance, creating and implementing an organizational fiscal policy and procedures manual, and leading the effort to create a multi-year financial model to support KIPP Nashville's growth strategy. In addition to his financial role at KIPP Nashville, Thomas is also responsible for facilities management, transportation, and IT Support management. Over the last four years, Thomas has helped to lay the operational foundation for the growth strategy the school is currently implementing. Prior to his time at KIPP Nashville, Thomas served as a highly successful Vice President and Financial Center Manager at Wachovia Bank for four years, wherein he earned numerous awards and accolades for his management of the branch and development of teams. Thomas has nearly ten years experience in the banking industry, and he holds a BS in Finance with a minor in Economics from Florida State University.

Accounting Firm – CFO-Business Solutions -Executive Bio

Sandy Cave, Co-Founder, President

Sandy Cave has extensive experience in financial management and business planning and has become an expert in accounting systems, cash flow management and financial consulting. She has a Certified Public Accounting certificate from the State of Tennessee, is a certified QuickBooks

Professional Advisor, and is a member of the American Institute of Certified Public Accountants, the Brentwood Chamber of Commerce and the Gospel Music Association. Upon graduating with honors from Anderson University with a degree in Accounting and Business Management, she began her career with the Gaither Companies. During her tenure there, she developed and maintained their financial reporting systems, implemented their budgeting process, and hired and managed the accounting staff that was responsible for 16 separate Gaither companies in various industries. After a decade with Gaither, she accepted the position of Chief Financial Officer of the Christian record label Star Song Communications. With a staff of 18, she managed accounting, information technologies and operations. During her tenure as CFO, Star Song grew from \$7 million to \$30 million before selling to EMI. As a founder of CFO Business Strategies, Sandy now uses her extensive knowledge, experience and unique approach to business management to help small business owners solve their problems with managing and predicting cash flow and profitability. Sandy's expertise in the music industry paid off right from the start. One of her first clients wanted to sell their business to a very interested buyer. Unfortunately, their books were in such horrible shape that the buyer couldn't tell if they were worth the money he initially offered, so negotiations stalled. Sandy restructured their financial management system, helped them plan for dips in revenue, created critical operating reports and developed a 3-year forecast. When the financial reorganization revealed their true potential, her client sold for over 200% more than they were initially offered.

Mary Kraker, Co-Founder, Vice President

Mary Kraker began her music industry career with The Zondervan Corporation. While there, it was her responsibility to insure that all production and office management functions, including product production, contract negotiations, accounting functions, and budgeting processes were executed properly. She also had ultimate responsibility for managing 7 editors and 2 assistants. When Zondervan purchased Benson Music and moved to Nashville, Mary was promoted to Vice President and she remained with them for 10 years. In 1994, Mary became one of the founders and the CEO of Spring Hill Music Group and its four divisions. She developed the team that built Spring Hill from the ground up, and by 1996 their budgeted revenue was \$16,000,000. As a co-founder of CFO Business Strategies, Mary is now using her extensive knowledge of corporate structure, policies/procedures, job responsibilities, product marketing, sales and organization in the music industry to help others become successful in their music business careers.

CF Business Solutions – Current Clients

CFO Business Strategies has consulted with many companies in various industries. A few of our valued clients are: Access Control Technologies, Agility Logistics US, Emack Music, Exceptional Sound, Gaither Management Group, Gotee Records, Terry MacAlmon Ministries, LD Clips, KIPP Academy Nashville, rMadison, Safer Sleep, Think Outsource, WorshipMusic.com, Spring Hill Music Group, LEAD Academy, Bridges Academy, Remnant Construction Management, The Gardner School, and more.

Business Manager (not yet hired)

This person will work closely with the school leader to manage the day-to-day finance and operations for KNCPE. S/he will report directly to the director of operations at the school support center with day-to-day oversight from the school leader. The business manager's responsibilities include but are not limited to:

- Coordinating school-level annual planning and budgeting process;
- Executing analysis and review of monthly financials and prepare reports financial reports for school leader and the board;
- Coordination of all of the operations of the building including janitorial services, landscaping, garbage pick-up and utilities;
- Developing and maintaining key financial and operational processes;
- Coordinating all maintenance requirements and requests;
- Acting as the first point of contact for parents and community members contacting or visiting the school;
- Serving as the registrar, helping maintain student records and registering new students;
- Receiving invoices, ordering supplies, and collecting and maintaining some human resources documentation;
- Assisting with the internal financial controls and separation of duties, and;
- Participating in the school community: assisting the school leader with student recruitment, teaching electives and tutoring students, and chaperoning local and out-of-state, overnight school trips.

Director of Development

Berry Brooks

Berry comes to KIPP Nashville after nearly nine years in development, youth programs and executive leadership at the YMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and has been an active servant leader in his community through his participation in the founding board of the Liberty Collegiate Academy, the Martha O’ Bryan Center and the Nashville Chamber of Commerce, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies and played varsity baseball.

Associate Director of Development

Previously with the national Arthritis Foundation’s Southeast Development Office, the Cystic Fibrosis Foundation, and Big Bend Hospice, Kim has over 10 years of development. She has extensive experience, primarily in the areas of Special Event Planning, fundraising and Donor Relations, and has a background in producing marketing materials and products. Kim holds a B.Sc. in Marketing, Advertising and Public Relations, from Stephens College in St. Louis, MO.

The finance committee will maintain monthly financial oversight. The current members of the finance committee include:

Rob Elliott

Rob Elliott serves as Chief Operating and Financial Officer for Stansell Electric Company, Inc., a Nashville based electrical contractor. Prior to Stansell Electric Company, Rob worked with early stage medical device and technology companies in the roles of entrepreneur, manager and investment banker. In addition to KIPP, Rob has sat on the boards of The Mustard Seed School (Hoboken, NJ) and Bless the Children of Haiti (Boston, MA). Rob holds a B.Sc. in Commerce from the University of Virginia, McIntire School of Commerce and is a graduate of Montgomery Bell Academy.

Chris Dowdy

Chris Dowdy serves as Chief Financial Officer of Asurion's Care Operations. Prior to his current role at Asurion he has worked in several leadership capacities including Strategy and Operations Management at Asurion, a silicon valley startup, and a major diversified industrial company. Chris received his Master of Business Administration from Darden Graduate School of Business, University of Virginia and his Bachelor of Arts from Duke University where he graduated with honors. Chris has sat on the board of the Nashville Shakespeare Festival and completed the Young Leaders program in 2005.

William Seibels

William Seibels serves as Chief Financial Officer for Change Healthcare Corporation, a national provider of healthcare cost transparency solutions. Prior to Change Healthcare, William served as Senior Vice President of Finance at Onlife Health. He has experience in operations and sales management, corporate development, corporate finance, and investment banking. William received a BA in English and a BBA in Business from The University of Mississippi and a MBA from the Harvard Business School.

Denise Boosalis

Denise Boosalis is a Manager of ABS Accounting for Nissan North America, Inc. Prior to joining Nissan, she managed financial reporting functions at Asurion, Fruit of the Loom and Sara Lee Corporation after working in public accounting for several years and receiving her Certified Public Accountant designation. Ms. Boosalis received her Master of Business Administration from Christian Brothers University and her Bachelor of Business Administration from Millsaps College. She is a member of the Junior League of Nashville and completed the Young Leaders program in 2006.

Zac Stark

Zac Stark is a Senior Manager with Deloitte and Touche LLP in their Audit and Enterprise Risk Services practice. Zac serves both publicly traded and private clients and has experience in SEC reporting, the Sarbanes Oxley Act, mergers and acquisitions, and debt and equity transactions. In addition to KIPP, Zac has been on the executive committee of the Light the Night Walk, is a member of the Sennet Society of the United Way and has been a volunteer coach with Tennessee Team Pride Girls Basketball Club for 10 years. Zac is a CPA and is also a member of both the TSCPA and the AICPA. Zac holds a B.S. in Accounting and Finance/Economics from Lipscomb University.

The board finance committee oversees the financial operations of KNCPE. The committee will work closely with the KIPP Nashville Executive Director, Director of Finance and KNCPE school leader, and KNCPE business manager (or office manager) to develop and execute responsible fiscal policies and practices. On a monthly basis, the finance committee will meet to review financial reports and assess the financial health of the school. The reports will include updated financial statements (income statement, balance sheet, cash flow statement) and any other material financial information needed for the board to carry out its responsibilities.

The following tables outline the fiscal controls proposed for KNCPE and the existing KIPP Nashville staff and board to ensure financial health of the school.

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Expenditures			
Policy/Procedure	Objectives	Responsibility	Oversight
An approval matrix has been approved by the board of directors; the matrix is used to determine appropriate authorizers for all purchases	<ul style="list-style-type: none"> • Purchase orders are placed only for approved requisitions • Ensure that all checks receive appropriate signatures 	Finance Committee, Executive Director Director of Finance School Leader	Board of Directors
Goods or services received by vendors are matched to the purchase order and invoice and processed to avoid double payment	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance	Finance Committee
Someone other than the check preparer reviews supporting documentation to determine that the good/service has been received and the payment is valid (supporting documentation package)	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are accurately calculated and reported • Disbursements are distributed to the appropriate supplier 	Director of Finance	Finance Committee
Someone other than the check preparer reviews the check run prior to checks being sent	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received • Disbursements are distributed to the appropriate suppliers 	Director of Finance	Executive Director Finance Committee
Management reviews purchases	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and reported 	Director of Finance	Executive Director Finance Committee
Statements from suppliers are reconciled to Accounts Payable sub-ledger; differences are investigated	<ul style="list-style-type: none"> • Accounts payable amounts (including credit notes and adjustments) are accurately calculated and reported • Amounts for goods and services received are recorded in the appropriate period 	Director of Finance	Executive Director Finance Committee
Analyze accounts payable aging schedule	<ul style="list-style-type: none"> • All disbursements are recorded 	Director of Finance	Finance Committee

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Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Disbursements are accurately calculated and reported • Disbursements are recorded in the period in which they are issued 	Director of Finance	Finance Committee
Accounting system restricts access to authorized personnel to make changes, including new additions, to the vendor master file	<ul style="list-style-type: none"> • Only valid changes are made to the supplier master file • Accounts payable are only adjusted for valid reasons • Disbursements are accurately calculated and reported 	Director of Finance	Finance Committee
Expenditures accounts are reconciled to supporting detail (such as depreciation expenditures to the property system and salary expenditures to the payroll records) and differences are resolved in a timely manner; reconciliations are reviewed by someone independent of the recording process	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods and services received • Accounts payable amounts are accurately calculated and recorded 	Director of Finance	Finance Committee
The vendor master file is reviewed periodically by management	<ul style="list-style-type: none"> • Purchase orders are placed only for approved requisitions • Only valid changes are made to the supplier master file 	Director of Finance	Executive Director
Limit authorization access to wire transfers; set up an approval process with the bank	<ul style="list-style-type: none"> • Disbursements are only made for goods and services received 	Director of Finance	Finance Committee
Management reviews all release of liability arising from something other than payment	<ul style="list-style-type: none"> • Accounts payable are only adjusted for valid reasons 	Director of Finance	Finance Committee
Budget to actual analysis performed on a regular basis and reviewed by management; significant variances explained	<ul style="list-style-type: none"> • Amounts posted to accounts payable represent goods or services received • All amounts for goods or services are input and processed to accounts payable 	Director of Finance	Finance Committee

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	<ul style="list-style-type: none">• Disbursements are accurately calculated and recorded and are only made for goods and services received		
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Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
Management maintains a policy for the development office to submit all gifts to accounting as soon as they are known for recognition in the appropriate period	<ul style="list-style-type: none"> • All contributions are recorded in the correct period 	Director of Finance Director of Development	Executive Director Finance Committee
Pledges are reviewed for restrictions and recorded according to the restriction; such restrictions are noted in the appropriate ledger or journal	<ul style="list-style-type: none"> • Net assets are appropriately released from restrictions • Based on restrictions, if any, revenue is classified appropriately as either unrestricted, temporarily restricted or permanently restricted • Donor imposed restrictions are properly recorded 	Director of Finance Director of Development	Finance Committee
Procedures are in place for release of restrictions based on expenditures of restricted funds for their designated purpose and appropriate journal entries are made to reflect this release	<ul style="list-style-type: none"> • Net assets are appropriately released from restrictions 	Director of Finance	Finance Committee
Analyze recorded revenues based on development data	<ul style="list-style-type: none"> • Contributions are recorded accurately and in the correct period (with input from the Director of Development) • Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates • All information (interest rates, life expectancy, etc.) necessary to calculate the net present value of any contributions receivable due past one year is accurately recorded, updated, and verified • Only valid donors and their gifts are input and processed to the system 	Director of Finance Director of Development	Finance Committee

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Contribution accounts receivable subsidiary is reconciled to the development office information on a regular basis	<ul style="list-style-type: none"> All contributions are recorded by the Director of Finance and reviewed by the Director of Development 	Director of Finance Director of Development	Finance Committee
Grants			
Policy/Procedure	Objectives	Responsibility	Oversight
Review of grants and contracts for proper authorization	<ul style="list-style-type: none"> All grants and contracts are approved by an authorized individual All grants and contracts are recorded and monitored by a designated office 	Director of Finance Director of Development	Executive Director Finance Committee
Analyze recorded revenues based on grant records and listings	<ul style="list-style-type: none"> All grants and contracts are entered in or transferred into the system that records revenues Grants and contracts are recorded accurately and in the correct period All adjustments to awarded amounts are recorded Payment requests and recorded award amounts relate to valid grants and contracts 	Director of Finance Director of Development	Executive Director Finance Committee
Grant and contract revenues and/or related accounts receivable subsidiary ledgers are reconciled to the general ledger on a regular basis; identified errors are corrected promptly	<ul style="list-style-type: none"> All grants and contracts are recorded accurately, in the correct time period, with adjustments made in a timely manner 	Director of Finance Director of Development	Executive Director Finance Committee
Payment requests are checked against grant documents, and mathematical accuracy of requests is checked; any exceptions are investigated	<ul style="list-style-type: none"> Grant and contract amounts are input accurately Payment requests, if applicable, are generated using awarded amounts and authorized terms Grant and contract payment requests are accurately calculated and reported 	Director of Finance Director of Development	Executive Director Finance Committee
Past due/long outstanding payment requests are investigated	<ul style="list-style-type: none"> All grants and contracts are entered in or transferred to the system that records 	Director of Finance	Executive Director Finance

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	revenues		Committee
Review of recorded revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Grant and contract amounts are recorded accurately and in the correct period • All adjustments to awarded amounts are recorded 	Director of Finance	Finance Committee
Cash receipts input data is edited and validated; identified errors are corrected promptly	<ul style="list-style-type: none"> • Cash receipts data is entered for processing accurately 	Director of Finance	Executive Director Finance Committee
Accounts receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> • Timely collection of accounts receivable is monitored 	Director of Finance	Executive Director Finance Committee
A policy has been established regarding criteria for issuing adjustments; compliance with this policy is monitored	<ul style="list-style-type: none"> • All adjustments are valid 	Director of Finance	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data are entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> • Contributions are recorded in the correct period • Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates • Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Director of Development	Executive Director Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> • Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee

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Contributions			
Policy/Procedure	Objectives	Responsibility	Oversight
General ledger balances are reconciled to the accounts receivable subsidiary ledger and differences are resolved in a timely manner	<ul style="list-style-type: none"> All cash receipts data is processed accurately and recorded in the period in which they are received 	Director of Finance	Finance Committee
Contributions receivable aging reports are prepared regularly and analyzed	<ul style="list-style-type: none"> Timely collection of contributions receivable is monitored 	Director of Finance	Finance Committee
Review of recorded contribution revenues and comparison to budgeted revenues on a regular basis	<ul style="list-style-type: none"> Contributions are recorded in the correct period Any adjustments to the contribution receivable and related accounts are recorded based on valuation updates Gift information with respect to amount and expected payment date, if applicable, is input correctly 	Director of Finance Director of Development	Finance Committee
Bank statements are reconciled to the general ledger on a monthly basis; bank reconciliations are reviewed by someone other than the preparer	<ul style="list-style-type: none"> Cash receipts data is entered for processing, recorded accurately and in the period in which they are received 	Director of Finance	Executive Director Finance Committee

Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
Payroll register is reviewed by management prior to paychecks being disbursed	<ul style="list-style-type: none"> Additions to the payroll master file represent valid employees All new employees are added to the payroll master file Terminated employees are removed from the payroll master file Only valid changes to the payroll master files are input and processed 	Director of Finance	Executive Director Finance Committee

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Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
	<ul style="list-style-type: none"> • Payroll (including compensation and withholdings) is accurately calculated and recorded 		
The payroll disbursement register shows all pertinent data describing the payroll (including total compensation, related income taxes, and other withholdings.) The register is reconciled to corresponding general ledger accounts or entries by persons who do not have unrestricted access to cash. All reconciling items are investigated and cleared on a timely basis.	<ul style="list-style-type: none"> • Payroll (including compensation and withholdings) is accurately calculated and recorded 	Director of Finance	Executive Director Finance Committee
Changes in the payroll register are compared to authorized source documents to ensure that they were input accurately	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • Deletions from the payroll master file represent valid terminations • Only valid changes are made to the payroll master files • Changes to the payroll master files are accurate 	Director of Finance	Executive Director Finance Committee
Executive Director periodically review listings of current employees within the school and notify the personnel department of necessary changes	<ul style="list-style-type: none"> • Additions to the payroll master file represent valid employees • All new employees are added to the payroll master file • Terminated employees are removed from the payroll master file • Only valid changes to the payroll master files are 	Director of Finance	Finance Committee

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Payroll			
Policy/Procedure	Objectives	Responsibility	Oversight
	<ul style="list-style-type: none"> input and processed • Payroll (including compensation and withholdings) is accurately calculated and recorded 		
Time reported by employees is reconciled regularly between timesheets and payroll reports	<ul style="list-style-type: none"> • All time worked is input • Time worked is accurately input and processed • Payroll disbursements and recorded payroll expenses relate to actual time worked 	Director of Finance	Executive Director Finance Committee
Employees sign for cash received; compliance is monitored by management	<ul style="list-style-type: none"> • Payroll is disbursed to appropriate employees 	Director of Finance	Executive Director Finance Committee
Management monitors compliance with all significant policies concerning personnel and compensation; all exceptions to personnel and compensation policies and procedures noted are raised to the appropriate level within the entity and pursued to proper resolution	<ul style="list-style-type: none"> • Employees are only terminated within statutory requirements 	Director of Finance	Executive Director Finance Committee
Management authorized all overtime work and overtime payments for all salaried employees who are paid for overtime	<ul style="list-style-type: none"> • Time, attendance data, and payroll disbursements recorded reflects actual time worked and is authorized • Payroll (including compensation and withholdings) is accurately calculated and recorded 	School Leader	Director of Finance Finance Committee

Annual Financial Audit

The Tennessee Public Charter Schools Act of 2002 imposes a requirement that charter schools comply with state audit procedures and audit requirements, which KIPP Nashville will comply with by initiating an annual audit of the finances of KNCPE, prepared by a certified CPA, and

the results of which will be furnished to the local board of education, the commissioner of education, and the Comptroller of the Treasury. The KIPP Nashville Board of Directors finance committee will select an auditor to assess the financial affairs of the school. This engagement, which will occur approximately one year before the audit is actually performed, will include an agreement that the auditor or auditing firm will meet with representatives from the board of directors to review how the financial books and records will need to be kept as required by generally-accepted accounting principles. This meeting will also be used to confirm that the appropriate chart of accounts will be used to assure a comprehensive and timely audit.

The board will provide the auditor access to various financial and non-financial records and documents maintained by the school as requested. Preparation for the annual audit by the school will begin with the preparation, approval and adoption of the budget and will continue throughout the year. The list of documents prepared, collected and provided to auditors to enhance the performance of the annual audit is subject to the request of the auditor.

At the first board finance committee meeting following the end of the academic year, the auditing firm will provide the board with an overview of the audit process and the timetable for completion, and respond to any comments or questions. This approach ensures that everyone involved is aware of the auditor's needs and expectations, and also helps avoid miscommunication or unnecessary disruptions of the daily operations of the school.

Once the audit is complete, the auditor will meet again with the board's finance committee to review the results of the audit and the management letter. Following this presentation by the auditor, the board of directors will formally receive the audit and authorize its transmission to the Chartering Authority, the Commissioner of Education and the Comptroller of the Treasury.

In addition to the audit processes described above, monthly reports will be produced and reviewed as part of the regular practice of the business office to support the effective management of the school's finances. The school leader and board will also receive and regularly review these monthly reports. These reports will include: general ledger, balance sheet, cash flow analysis and monthly reports detailing actual revenue & expenditures vs. budgeted revenue & expenditures year-to-date. Further, customized and specialized financial reports can be generated, as needed, for the board to provide the information needed to carry out their fiscal responsibilities.

Annual Administrative Audit

The board of directors will conduct an annual internal administrative audit, which will consist of the following:

- Board self-review;
- Board review of the executive director;
- Executive director's review of the school leader, and;
- School leader's review of teachers and staff.
- This internal review will involve a performance review and an opportunity to discuss ways of improving administrative structure and policies.

The school leader will also conduct a formal annual review of staff as part of the annual administrative audit, which will be a culmination of a year's worth of evaluation, conferencing, and observations of all staff. Student assessment data and other indicators will be used to assess measures as outlined in the organizational goals. This data will be reviewed and reported back to the board to be used in their annual administrative audit.

Programmatic Audit

KNCPE will undergo a series of comprehensive programmatic audits that will permit its board and MNPS to closely monitor the school's achievement of its goals and outcomes. The KIPP Foundation has partnered with SchoolWorks to develop evaluation processes – one focused on schools and the other on regions (which all KIPP Nashville schools will undergo once this site is operational)—which KIPP Nashville will use to help evaluate the school's performance annually.

Annual Reporting to MNPS

KNCPE will provide MNPS with an annual report that will incorporate elements of the KIPP Healthy Schools Review. At a minimum, the report will include:

- Data demonstrating student progress toward the goals and outcomes specified in Section III;
- A summary of significant policies or decisions established by the school's board;
- Data indicating the level of parental involvement with KNCPE, as well as the results of any surveys of parental and student satisfaction;
- A summary of the school's admission practices and experience, including the number of students enrolled, the number on waiting lists and the number expelled, dismissed, or suspended, and;
- An analysis of the resolution of any disputes or complaints.

KNCPE and MNPS may jointly develop any other evaluation criteria that the district requests in connection with these annual reports. In addition, MNPS and KNCPE will jointly coordinate an annual site visit procedure to enable the district to independently confirm the school's performance and compliance with the terms of its charter.

Deposit and Investment of Idle Funds

The board will exercise great care in investing and managing the assets of the organization, consistent with the corporation's by-laws (see Attachment 3C). The board will select a financial institution to serve as the depository for all KNCPE funds, in accordance with the state and local policies regarding the selection of financial institutions. The board will avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income, as well as the probable safety of the corporation's capital. The board may delegate its investment powers to others, provided those powers are exercised under the direction of the board.

Should KNCPE have idle funds, it may, at the discretion of the board, invest in safe, secure instruments that provide a market return with a minimum amount of risk. These instruments include certificates of deposit, obligations of the United States or agencies, repurchase agreements, bankers' acceptances, commercial paper or savings accounts. Monies earned on deposits and investments will be used to support the instructional program of KNCPE.

The policies and practices to guide the board's execution of financial responsibilities and oversight are detailed in Section VI of the bylaws.

Purchasing Procedures

The board has adopted a detailed purchasing policy, the primary components of which are detailed in the tables above. The following is the framework of the purchasing policy:

- All purchases shall be undertaken in compliance with the requirements of the Tennessee Public Charter Schools Act of 2002 and the terms of the charter contract.
- KNCPE will purchase competitively and seek maximum educational value for every dollar expended.
- All purchases of goods and services shall be consistent with the board-approved budget. These purchases shall not require board approved/executed contracts, with the exception of contracts for goods and services in excess of \$5,000, which shall be bid and subject to board approval. All other proposed expenditures must be approved by the KIPP Nashville Executive Director and the KNCPE school leader, who will review the proposed expenditure to determine whether it is consistent with the board-adopted budget and sign the check request and purchase order forms.
- With respect to routine purchases (expenditures for supplies and services required for the operation of the school), no special or prior approval shall be required of the executive director or school leader, provided standard purchasing procedures are followed.
- With respect to special purchases (purchases that are not routine and that may or may not be specifically identified by line item in the budget), specific prior board approval shall be required for all purchases in this category.
- With respect to emergency purchases (purchases that are necessary to avert hazards that threaten health or safety, to protect property from damage or to avoid major disruptions of educational activities; provided that such emergency procurement shall be made with such competition as is practical under the circumstances), the school leader shall have the authority to make such purchases in consultation with the executive director and chair of the board. In making such purchases, the school leader shall prepare written determination of the basis for the emergency and for the selection of the particular contractor.

The policy includes the following components:

- Provisions for bidding and contract approval for goods and services in excess of \$5,000;
- Provisions for RFP and approving bids;
- An accounts payable process;
- Provisions for credit and debit card usage and authorization, as well as how other policies on electronic payments are used and authorized;
- A petty cash policy and process, and;
- Mechanisms to ensure all purchases are consistent with and support the mission of the school and the education of its students.

Travel Reimbursement

After some discussion of best practices, experiences and accounting procedures, the board will adopt a comprehensive travel policy to enumerate the procedures for obtaining approval to incur

travel related expenses, the process for reporting travel related expenses and the method for issuing reimbursements for travel related expenditures. The travel policy will provide guidance on travel and entertainment expenses incurred by an employee of KNCPE while conducting official business on behalf of the school.

The policy will include provisions to ensure that all travel supports the mission of the school and the education of the students; that it is well planned to achieve maximum cost-effectiveness; and that it will define all travel expenses that are eligible for reimbursement.

Reasonable school-related travel costs will be reimbursed by KNCPE in cases in which prior written approval for travel is obtained from the school leader. In such cases, expense reports will be submitted, including receipts for all purchases. Mileage reimbursements for travel that has been pre-approved by the school leader shall be made to travelers at the maximum rate permitted under the current IRS guidelines. Travelers shall include the number of miles traveled, the date of travel and the destination. All documentation will be submitted to the school leader or business manager for review and approval in a timeframe not to exceed more than 30 days after travel is completed. Travel expense reports must be signed by the school leader before reimbursements will be made. Only the school leader can approve travel eligible for reimbursement (which must be approved prior to the travel). Only the school leader can approve reimbursement requests.

Purchased Services

KNCPE has budgeted for some services to be purchased through MNPS or other outside vendors. These services include:

- **Food Service:** KNCPE plans to contract with MNPS to provide breakfast, lunch and afternoon fruit service during normal school week days. KIPP Nashville already has a contract and structure in place for food service through MNPS for the existing middle school and will expand this relationship to include KNCPE.
- **IT Support:** KIPP Nashville has contracted with a company called Solerant to provide IT Support for all KIPP Nashville schools, including KNCPE, KIPP Nashville College Prep and KIPP Academy Nashville. Solerant will provide onsite technology equipment repair, routine server maintenance, information security, firmware and spyware support, and data back-up services. In addition to those routine services, Solerant provides consultation for our Technology strategy and Technology plan revisions.
- **SPED Services:** KNCPE will need to outsource some services to ensure that it best meets all the needs of the special needs students. KNCPE expects to continue to pay administrative fees to MNPS for on-going monitoring and consultative support as well as specific student testing. This relationship will ensure that KNCPE understand and delivers on all SPED requirements. In addition, KNCPE will outsource to private vendors as needed for therapies not currently planned to be provided by school staff. As an example, the existing middle school contract with Franklin Speech to provide speech therapy for some of its students. The private vendors and types of therapies contracted will completely depend on the specific needs of the KNCPE students.
- **Accounting Services:** KIPP Nashville has contracted with a company called CFO Business Strategies to provide transactional level accounting work, payroll processing and monthly financial reporting for the existing middle school and school support center.

KIPP Nashville has already discussed and included plans for KNCPE accounting, payroll and reporting requirements into the existing CFO Business Strategies work flow once KNCPE is launched.

- Professional Development/ Assessment Development: KNCPE is planning on using outside consultants as necessary to provide targeted, skill-specific professional development based on the needs of staff and the goals of the school. In addition, KNCPE will use 3rd party vendors on a limited basis to help develop assessments.

Benefits and Retirement

In accordance with the Tennessee charter statute §49-113-119, teachers of KNCPE will participate in the group insurance plans of the local education agencies (LEA). KNCPE has properly accounted for the school's match in regard to health benefit plans and state retirement. The necessary funds to cover the employee portion of the health benefits and the state retirement will be allocated for each paycheck cycle. The funds will be paid directly to MNPS based on a monthly invoice provided by MNPS. In addition, KNCPE will withhold the necessary funds for all other payroll taxes, including Social Security and Medicare, and unemployment compensation. These funds will be paid to the appropriate entities based on state requirements.

The school has budgeted the appropriate funds for state retirement for all of its employees. For certified employees, KNCPE has budgeted 9.05% of the employees total compensation to be put towards state retirement. For non-certified employees, this percentage is 15.42%. Both of these numbers are based on the actual experience at KAN.

See the budget narrative (Attachment 10) for more details about these assumptions.

Section 4: Attachments

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

Attachment 1: Start-Up Plan

Attachment 2: Organizational Chart

Attachment 3: Governing Body Documents

- A) Proof of non-profit and tax exempt status (if available),
- B) Articles of Incorporation (if available),
- C) Governing body by-laws,
- D) Organizational charts explaining the relationship between the board, lead administrator, subcommittees and advisory committees,
- E) Resumes of applicant team members (including any proposed leaders and founding board members), and
- F) Drafts of initial board policies, specifically including policies relative to conflicts of interest, open meetings and open records.

Attachment 4: School calendar and schedule

Attachment 5: Student discipline policy

Attachment 6: Facilities plan

Attachment 7: Transportation plan (if applicable)

Attachment 8: Food Service plan

Attachment 9: Public Charter School Budget Workbook

Attachment 10: Budget Narrative

Attachment 11: Insurance

Attachment 12: Waivers

Attachment 13: N/A

Attachment 14: Letters of Support

Attachment 15: KIPP Framework for Excellent Governance

Attachment 16: Fisher Fellowship & School Design Plan

Attachment 17: Grievance Policy

Attachment 18: KIPP Framework for Excellent Teaching

Attachment 19: School Leader Evaluation Tool

Attachment 20: KIPP Foundation Action Learning Project

Attachment 21: KIPP Foundation Healthy Schools Review Protocol

Attachment 22: MNPS Academic Performance Framework

Attachment 23: KIPP Nashville Child Study Template

Start-Up Plan

Provide a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. This plan should align with the Start-Up (Year 0) Budget in the Budget Workbook.

See Attachment 1

School Calendar and Schedule

Describe how the school will use time strategically to support the vision, mission and education program to drive gains in academic achievement.

- Describe the annual academic calendar for the school. Explain how this calendar reflects the needs of the academic program. Provide the school's proposed calendar for the first year of operation, including the total number of days/hours of instruction.
- Provide a description of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science and social studies. Note the length of the school day including start and dismissal times. Explain why this schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week the school will devote to academic instruction in each grade.
- Describe a typical school day for a teacher and a student.
- Summarize the number of hours/minutes and days allocated for tiered interventions, enrichment, tutoring and other non-academic activities.
- If Saturday School or summer school will be offered, describe the program(s). Explain the schedule and length of the program, including the number of hours and weeks. Discuss the anticipated participants, including the number of students and the methodology used to identify them. For identified students, is the program mandatory? What are the anticipated resource and staffing needs for these programs?
- Describe the proposed extra-curricular or co-curricular activities or programming the school will offer; when will they begin, how often will they occur and how will they be funded?
- If applicable, describe any other student focused activities and programs that are an integral part of the educational plan.
- Describe any programs you will offer to parents and/or the community and how they may benefit students, support the school mission and vision of the school, and potential funding.

See Attachment 4

Student Discipline, Expulsion or Suspension

Describe the philosophy for student discipline that supports your proposed school's model. Discuss how parents will be informed of this policy.

Provide a draft of the student discipline policy/student handbook, which should include the following:

- Practices the school will use to promote good discipline, including both penalties for infractions and incentives for positive behavior
- A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled respectively.
- An explanation of how the school will protect the rights of students with disabilities in disciplinary actions and proceedings
- Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation, including a description of the appeal process that the school will employ for students facing expulsion.
- A description of the individuals responsible for carrying out the discipline policies which includes the job description and qualifications (at the administrative level).

See Attachment 5

Facilities

Finding a suitable facility is often one of the greatest challenges facing a new, start-up charter school.

It can be difficult to negotiate or sign a lease for a facility without having been approved to open a school. This section does not require a formal agreement for a facility; however, viable options should be explained. Include in your explanation reasonable space requirements, a plan for space utilization, a discussion of potential costs including build-out, and a timeline for when a facility will be ready for student use.

Please list your plan for facilities and include the following:

- Basic requirements to accommodate your school plan, including number of classrooms, square footage per classroom, classroom types, common areas, overall square footage and amenities.

- The process for identifying and securing a facility, including any brokers or real estate consultants you are employing to assist in finding a facility.
- Charter schools must adhere to all Americans with Disabilities Act (ADA) requirements and also all applicable city planning review procedures. They must also comply with all health and safety requirements per T.C.A. § 49-13-105. Please provide a plan for compliance with these requirements.
- Specify your classroom needs and include science labs, art room, computer labs, library/media center, performance/dance room, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces.
- Submit a timeline with reasonable assumptions for facility occupation.
- Reasonable budget assumptions that include rent, utilities, maintenance, insurance, and build-out costs.

See Attachment 6

Insurance

Charter schools must have appropriate insurance coverage. This includes workers compensation, employer liability, insurance for the facility and its contents, professional liability (directors and officers and teachers) and sexual abuse. Applicants should check with their local districts to determine the necessary coverage amounts and if the local entity has additional insurance requirements.

Submit a letter of required coverage from an insurance company stating they will provide the required coverage upon approval of the charter application. NOTE: if the proposed school intends to have sports teams, additional liability coverage will be required.

See Attachment 11

Waivers

Public charter schools may apply to either the local board of education or the Commissioner of Education for waivers from certain state requirements or rules that inhibit the schools' proposed mission. Charter applicants should include a list of waivers in the application on the chart below. Rows may be added as necessary.

Pursuant to state statute, neither the local board of education nor the commissioner may waive regulatory or statutory requirements related to:

- Federal and state civil rights
- Federal, state and local health and safety regulations
- Federal and State public records
- Immunizations
- Possession of weapons on school grounds
- Background checks and fingerprinting of personnel
- Federal and state special education services
- Student due process
- Parental rights
- Open meetings
- At least the same equivalent time of instruction as required in regular public schools

Because a public charter school is governed by its own governing body, most local board of education policies will be inapplicable. However, policies that relate uniformly to all students in an authorizing district (e.g. intra-district transfer or alternative school policies) and policies relative to reporting data to the state (e.g. student attendance and achievement on state assessments) will usually apply to public charter schools. Applicants should consult with the authorizer for more information.

State laws are available at this site: <http://www.lexisnexis.com/hottopics/tncode> and State Board of Education rules are available at <http://tn.gov/sos/rules/0520/0520/htm>.

See Attachment 12

Transportation

If a public charter school elects to provide transportation for its pupils, the transportation is to be provided by the school or by agreement with the LEA within the district in which the school is located pursuant to chapter 6, part 21 of Title 49 of Tennessee Code Annotated. "If a charter school elects to provide transportation other than through agreement with the LEA, the school shall receive all funds that would have been spent by the LEA to provide such transportation. If a public charter school elects not to provide transportation for its pupils, the school shall not receive the funds that would otherwise have been spent to do so." T.C.A. § 49-13-114.

If applicable, outline your proposed transportation plan as follows:

- How will you transport the students to and from your school? Describe how the school will provide transportation and include extracurricular activities and Saturday school if applicable. Also include budgetary assumptions and the impact of transportation on the overall budget.
- Describe how the school will transport students with special transportation needs and how that will impact your budget.
- Include in school budget assumptions the liability insurance required for transporting students.
- Reference evidence of familiarity with state and federal regulations relating to provision of transportation services.

See Attachment 7

Food Service

Food service must be provided in accordance with the nutrition regulations outlined in the T.C.A. §§ 49-6-2301--2307. Applicants should check with the LEA within which they wish to locate to determine if the LEA will allow a charter school to utilize its food service or if it must apply to the state to provide its own food service.

Describe the school's proposed food service plan and include the following:

- A clear description of how the school will offer food service to the students, including how it will adhere to all nutritional guidelines.
- Include any plans to meet the needs of low-income and academically low-achieving students such as a community garden, inclusion of fresh fruits and vegetables initiatives, etc.
- How the school intends to collect free and reduced price lunch information from qualified families and include it in the food plan.
- How the school will ensure compliance with applicable state and federal regulations.

See Attachment 8

Section 5: References

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KIPP Nashville Diversity Plan

KIPP Nashville Commitment to Diversity

The mission of KIPP Nashville is to cultivate in our students the academic and character skills needed for them to succeed in high school, college, and life beyond. As a partner with MNPS and the communities of which KIPP Nashville schools are a part, KIPP Nashville is committed to recruiting and retaining a population of students that reflects the diversity of the communities served.

This commitment to diversity is integral to the mission of the school: students need to participate in a school community that reflects their home community to be best equipped for success. An enrollment that reflects the diversity of the community served is assessed annually as part of each school's measure of organizational health through the first regional strategic priority: Are we serving the children who need us? Because KIPP Nashville schools, like all KIPP schools, are intended to support the needs of students who have been historically low-performing and hail from largely homogenous neighborhoods (low-income students of color), KIPP Nashville considers diversity as a number of factors:

- Race/ethnic identity
- Family income level (as measured through eligibility for FRL)
- Eligibility for special services (special education, English language services, gifted)
- Student achievement history (discipline, academic outcomes, etc.)

Assessing Our Diversity

In order to provide access to students with the most need, every KIPP school prioritizes recruitment first for the immediate community served and second to adjacent communities. KIPP Nashville recruitment, enrollment, and service strategies are designed to ensure the diverse families can and will choose to access the program (as outlined in greater detail below). In order to measure how effectively each school and the region is delivering on this commitment, the diversity of schools is measured annually using two of the six strategic initiatives as means a means of measuring progress toward this goals. Derived from KIPP's six essential questions that guide assessment of organizational health, the strategic initiatives were outlined by KIPP Nashville in their strategic planning process and means of aligning capacities and resources to goals that will enable the organization to meet its mission. The first two initiatives that address diversity are:

1. Are we serving the students who need us?
2. Are we keeping our students?

The first question measures the demography of the enrollment of each school and across the region. It considers data around the four considerations of diversity outlined above to ensure schools are recruiting and enrolling those students who will best benefit from the model and who reflect the diversity of the target community. The second question considers the retention and growth of students by subgroup to ensure diverse students are being served in a way that continues to make the school the best choice for them and their families. By clearly articulating goals around serving and retaining a target group of students who reflect the diversity of their community and evaluating progress toward that goal by school each year, KIPP Nashville is

KIPP Nashville Diversity Plan

positioned to promote the MNPS commitment to diversity by adding to the number of diverse schools in the district's portfolio.

Strategies for Diversity

Recruiting Diversity

KIPP Nashville schools, with the support of the regional office, widely publicize the nature and mission of the school to the surrounding community. To promote a diverse applicant pool, each school posts notices in places such as neighborhood bulletin boards and local libraries. School leaders or their designees arrange informational meetings through community leaders at community centers, churches, pre-school programs and housing developments, in addition to maintenance of a website for each school and the region as a whole with enrollment information. Each school holds information sessions at neighborhood churches, community centers, and the school site (for established or restart schools) to ensure parents are aware of their options. When necessary, the application and promotional material will be available in Spanish and, where appropriate, community meetings will be translated into Spanish for parents. School leaders clearly define the school, its mission and its programs in all materials to ensure families are informed about their choices.

To ensure the students recruited represent the diversity of the target neighborhood, with a particular focus on low-income families, students with special needs, harder to reach families, academically low-achieving families, and academically low-achieving students, KIPP Nashville partners with the existing KIPP Nashville Parent Involvement Committees (each KIPP Nashville school has one), to develop and implement a comprehensive student recruitment plan. The leadership of the PIC ensures the recruitment plan will be implemented at a grassroots level, with parents connecting and communicating with prospective parents in their communities. Moreover, organizations that serve low-income families and/or students from at-risk backgrounds will be included in the advertising of the school. Where possible, representatives from agencies that serve families from these communities will be given information about the school and its enrollment procedures to disseminate amongst the families served.

For those schools opening as restarts (transforming a pre-existing, persistently low performing school), KIPP Nashville employs the same recruitment methods outlined above in tandem with frequent meetings and dissemination of information to families enrolled in the target school. At restart schools, these meetings may include participation in PTA and other school-sponsored events, collaboration with existing leadership, door-to-door flyering and meetings with neighbors, and posting information in the school building.

KIPP Nashville implements a systematic, methodical, documented recruitment process for each school in its opening year and every operational year thereafter. Although recruitment efforts will be focused primarily on the neighborhood within which the facility is located, the school will accept applications from across the district, as required by the Tennessee Charter School Law. KIPP Nashville uses a combination of local print, as well as grassroots publicity and web-based means to promote each school to the diverse communities each serves. The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law.

Enrolling Diversity

KIPP Nashville Diversity Plan

The following outlines the steps to the selection and enrollment process for each KIPP Nashville school:

- Applications and application process is made available throughout the community, at the school site, and on the website.
- Applications are accepted through the application window.
- Enrollment preference first for siblings, next for children of staff or board, next for students matriculating from another KIPP Nashville feeder school, and lastly for those families who reside in the target community (or are zoned for the school being restarted, in the case of restart models), are applied in the selection of students once the application window has closed.
- If there are fewer applicants than available seats for any given grade level, families are contacted in the order in which their application was received. If there are more applicants than seats available, students are selected by random lottery and then chosen from the waiting list in the order their name was drawn.
- Mail acceptance and waitlist letters to all prospective students with instructions for completing enrollment.
- On-boarding meeting (for accepted students and their families) and personal phone call (for all waitlisted students and their families) in the late winter of each year preceding the year for which students applied.
- Ongoing communication with accepted and waitlisted families to ensure every family has the information they need for students to successfully attend.
- Students on the waitlist are immediately contacted as seats become available.

The board of directors ensures that admissions policies and procedures comply with the Tennessee Public Charter Schools Law. This process ensures that no preference is given to students outside of those enrollment preferences each school has been allowed by law (as outlined above) and promotes the diversity facilitated through the recruitment strategies, also outlined above.

Programming to Meet Diverse Student Needs

The highly differentiated instruction, structures in place to support the needs of students who have significant academic gaps, frequent use of reliable data to drive decision-making, and collaborative relationship with the community served all ensure that each KIPP Nashville school is positioned to effectively meet the needs of diverse students. Extra-curricular opportunities, college-preparatory curriculum, robust supports for special populations, transportation and meal programs, and ongoing support to develop the skills and character necessary to succeed in college all make the KIPP Nashville program one that is suitable for diverse communities.

Challenges to Diversity

The location of the facility and the school program are likely to appeal most to the community in which the school is located. Because KIPP programming is designed to meet the needs of students who are likely to have few high-performing, college-prep options, the demographics of that student population is largely lowly income students of color. Nationally, 88% of KIPP students qualify for free/reduced lunch and 98% identify as African American, Hispanic, or mixed race. As such, it is expected that the majority of KIPP Nashville students will identify as African American or Hispanic and qualify for free/reduced lunch.

KIPP Nashville Primary Application

KIPP Nashville School Support Team Structure

Title	Responsibilities	FY Role 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	Leads and manages 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.	2015
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.	2011
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.	2011
Director of Student Support	Oversees the regional strategy for providing additional academic and counseling supports for students. Provides professional development for school-based student support staff, while ensuring that all KIPP Nashville schools are compliant with local, state and federal laws. Oversees Special Education and Counseling services.	2008
Director of Curriculum and Assessment	Leads the charge on developing aligned K-12 curriculum for the organization. Seeks out high-quality curriculum and assessments that will drive student academic success.	2014
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
Director of Human Resources	Develop the HR function in a growing education non-profit organization. This role will be responsible for creating and implementing an end to end people focused model that delivers extraordinary service and rewards to an organization that will soon double in size. Responsible for continuous development of the organizations HR policy and procedures.	2015
Recruitment Manager	Oversees all aspects of the recruiting function for the shared services office and schools, with a specific focus on teacher recruitment.	2011
KIPP Through College, Director	Oversees all college initiatives and alumni support services through college graduation	2011
Alumni	Oversees and implements all aspects of alumni support, including alumni	2011

KIPP Nashville Primary Application

Support Manager	outreach, leadership of programming for alumni and their families, data-tracking for alumni, etc.	
Alumni Support Manager	Oversees and implements all aspects of alumni support, including alumni outreach, leadership of programming for alumni and their families, data-tracking for alumni, etc.	2014

KIPP Nashville Primary Application

KIPP Nashville School Support Team Leadership Biographies (2015)

- *Executive Director: Randy Dowell.*
Randy Dowell was the founder of KAN and the school leader since its inception in 2005. Prior to his selection as a Fisher Fellow in the highly competitive KIPP process, Randy was a highly successful 8th grade math and science teacher. Since coming to Nashville to found KAN, Randy has been an advocate for quality school options for all Nashville students through close working relationships with the governor and MNPS.
- *Chief Academic Officer: Meghan Little.*
Meghan has worked as a highly successful math teacher, curriculum coach and Director of Curriculum and Instruction for KIPP schools in Washington DC and San Francisco. Meghan is a TFA alumna who began her teacher career as a fourth and fifth grade math and reading teacher in high-needs schools in Atlanta in 2001. She received the American Star of Teaching award and was featured twice on the United States Department of Education's "Doing What Works" website for her effective use of innovative instructional practices.
- *Director of Operations: Thomas Branch.*
Thomas has directed KIPP Nashville's finance and operations functions since 2009, and in 2013 Thomas was named Director of Operations. Prior to this, Thomas served as a highly successful Vice President and Financial Center Manager of a Wachovia branch in Nashville for four years, wherein he earned numerous awards and accolades for his management of the branch. Thomas has nearly ten years experience in the banking industry and holds a BS in Finance with a minor in Economics from Florida State University.
- *Director of Development: Berry Brooks.*
Berry comes to KIPP Nashville after nearly ten years in development at the TMCA of Middle Tennessee, where he most recently served as Association Regional Development Director. He has worked in development since 1998 and is an active servant leader in his community through his participation in the board of the Liberty Collegiate academy and Martha O'Brien Center, among others. He is a graduate of Duke University, where he earned a BA with a certificate in Markets and Management Studies.
- *Director of Finance: Anika Baltimore.*
Anika is a graduate of Tennessee State University and after several years working in public accounting joined the KIPP Delta team as a business manager. As the KIPP Delta region grew, Anika was promoted to Director of Finance, where she led all accounting and finance functions for KIPP Delta's network of high-performing charter schools. In July, 2013 Anika assumed the Director of Finance role on the KIPP Nashville team, where she currently leads finance and accounting efforts along with the board's finance committee.
- *Director of KIPP Through College: Emily Blatter.*
Emily Blatter, the director of KIPP Through College, graduated from Brown University in 2007 with a degree in International Relations. After college she spent two years teaching middle school English and social studies with Teach For America at PS 241 in Harlem, New York. She then joined Teach For America's recruitment team and spent one year in New York and two years in Nashville recruiting college seniors to join a national corps of teachers working in low income schools around the country. Prior to coming to KIPP Nashville, Emily worked as the campaign manager for Elissa Kim's campaign for District 5 of the Metro Nashville School Board. Emily has worked as the Director of KIPP Through College since September 2012.

**BYLAWS
OF
KIPP ACADEMY NASHVILLE**

Adopted: 5 / 23 / 2014

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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 principal 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 Principal Place of Business. The principal 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 principal 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 additional three year terms upon a majority vote of the Directors then in office.

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 May 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 record book. 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 principal 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, principal 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, principal officer and member of a committee with Board-delegated powers shall annually sign a statement which affirms that such person --

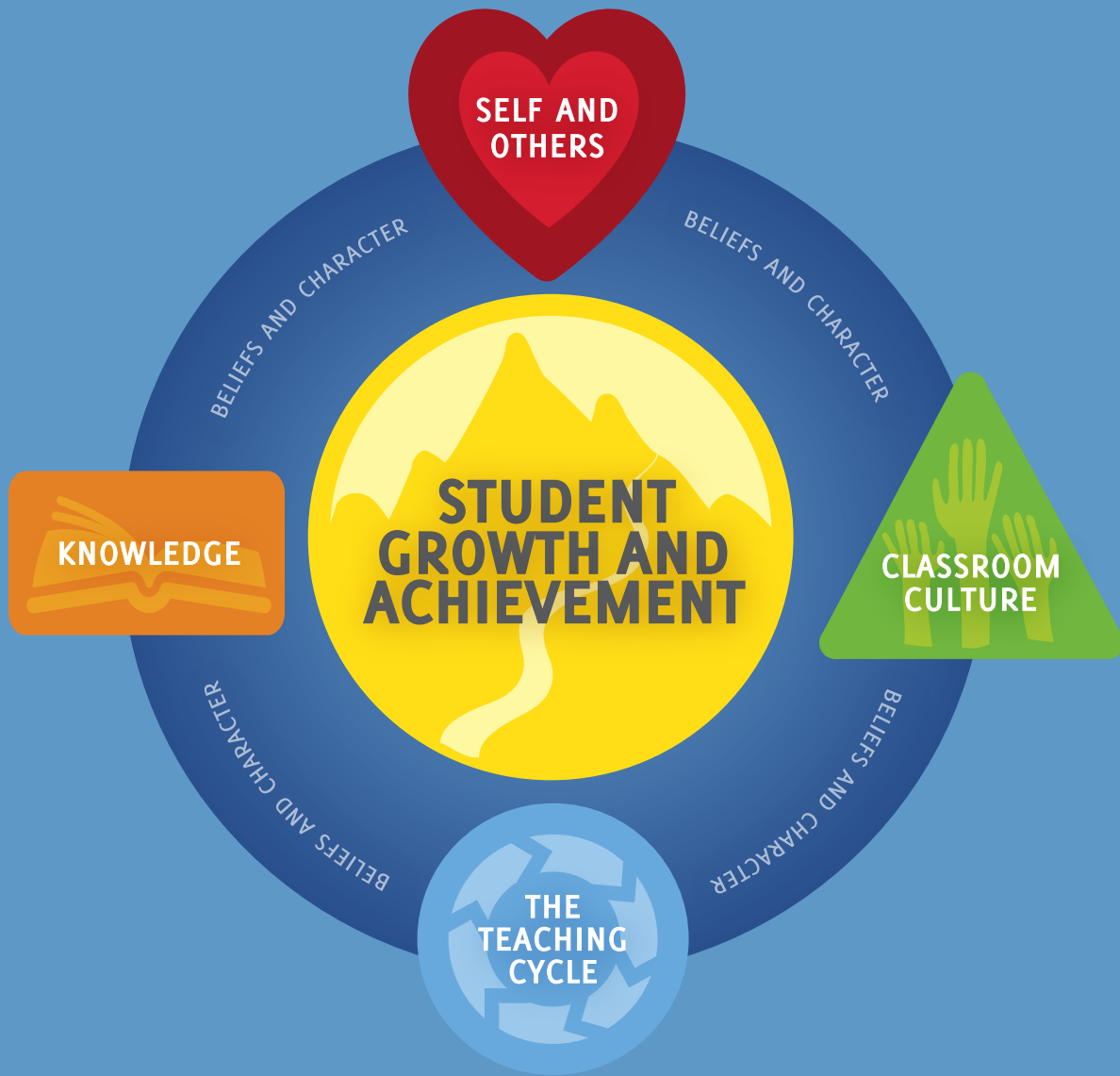
(a) Receipt. Has received a copy of the conflicts of interest policy.

(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 FRAMEWORK FOR ● EXCELLENT TEACHING

Why do we have a KIPP Framework for Excellent Teaching?

1. We teach in schools, not classrooms.

This seems like a nonsense statement until you consider all the mindset shifts necessary to break away from the traditional vision of teachers as islands. The purpose of this statement is to acknowledge that teachers do a significant amount of work outside the classroom walls with parents, fellow teachers, and leaders. This argument is not just a paean to the value of collaboration; it is the challenge of Baldwin's quote "The children are always ours, every single one of them." If we teach in schools and not classrooms then it matters just as much how kids are in the classroom down the hall and in all the grades to come.

2. We teach on a PreK to 16 continuum.

Faced with the brutal facts that college completion and career success is an exponentially harder and more important outcome than just annual test scores or even college acceptance, our mission has shifted from to college to through college. The change of preposition marks a profound change in our thinking. We realize that the outcomes our kids deserve necessitate continuously strong teaching from the time our kids are four until they are twenty-two. An excellent KIPP classroom is not a catapult that sends a kid shooting off to college (and landing who knows where) but part of a bridge. And all of our excellent teaching revolves around seeing that continuum and approaching each interaction with our children with, an urgent patience, an understanding of what lies ahead of them, but also an absolutely insane focus on accomplishing the most we can with the moment in front of us.

3. Joy is a means and end in education.

Joy is more than a tool for increased engagement. Joy is what it means to teach and learn in our schools. Joy appears in myriad ways across the PreK-16 continuum but is palpable in every excellent classroom. It is not simply something you do in a hook to jazz kids up for a lesson. Joy is infused throughout the very act of teaching and learning. Literally we think our job is so fun that people should have their noses pressed up against the glass on the classroom door wanting to see our kids learn. Kids should enjoy school so much that they can't imagine missing a day and attendance rules become unnecessary.

4. We need a platform for sharing and innovation.

The iPhone unleashed thousands of programmers to share bite-sized, useful tools. Suddenly you could find gluten free restaurants, solve equations, and identify bird calls with your phone. Right now a school leader in New Orleans might be leading an amazing professional development session about questioning that isn't easily shared with the principal in Los Angeles. We hope the Framework becomes a common language for talking about extraordinary teaching that facilitates a similar wave of problem-solving and sharing amongst teachers and leaders. Ideally KIPP Share starts to feel like the app store where problem-solving tools for improving teaching are shared, used, and revised to work even better.

5. We want teaching to be a ray, not a line segment.

We wanted a framework that shouted a growth mindset about teaching and learning. Like a ray, there is no endpoint in teaching and learning. It is an art and science at which we can continually get better. Becoming a truly excellent teacher is a lifelong pursuit. We want every one of our teachers to embody the belief: *I can become a great teacher and will never truly get to the end of this path because there's so much to learn and so much to do in the act of teaching and learning.*

KIPP FRAMEWORK FOR EXCELLENT TEACHING

At the center of our work is:

Student Growth and Achievement

Excellent teaching means students learn, grow, and achieve transformative life outcomes.

The four elements of excellent teaching are linked through our:

Beliefs and Character

An excellent KIPP teacher is committed to KIPP's mission. She constantly pursues becoming a better person, just as she supports students in this pursuit. She understands that her beliefs and character affect who she is, her impact on and relationships with others, her classroom environment, how she teaches, and what she knows.

The four elements of excellent teaching are:

Self and Others

Excellent teaching requires understanding of oneself, one's connection to others, and a growth mindset that allows the teacher to take ownership for the success of all KIPPsters.



Classroom Culture

In an excellent classroom culture, the teacher focuses on countless tangible and intangible details in the space to create an environment where students are joyfully engaged, meaningfully on-task, and feel ownership for their individual and collective successes in college and in life.



The Teaching Cycle

Excellent teaching means planning and executing rigorous, engaging lessons that fit into a logical scope and sequence, as well as using student data to assess mastery of objectives and movement toward big goals for student achievement and growth. Excellent teaching requires a 1/12 mindset, recognizing that even the tiniest details can dramatically impact student mastery.



Knowledge

Teaching is an art and science. As the artists and scientists, we are responsible for building our understanding of child development, pedagogy, and content. We are responsible for knowing what we are teaching, how it fits in a PreK-16 continuum, and who we are teaching it to.



BELIEFS AND CHARACTER

Beliefs

I believe that...

- A. All children can and will learn. (GROWTH MINDSET)
 - B. Accountability starts and ends with me. (THE MIRROR)
 - C. Differences among people exist and are a source of strength.
 - D. The future matters; so does every moment between now and then. (TODAY & TOMORROW)
 - E. When there are problems we find solutions. When there is a better way, we find it. When a teammate needs help, we give. When we need help, we ask. (THE CREDO)
 - F. With deliberate practice, I can constantly become a better teacher. (GROWTH MINDSET)
 - G. We are a team and family. We teach in schools and communities, not just in classrooms. (TEAM & FAMILY)
-

Character

An excellent KIPP teacher...

- A. Has grit. Gets stuck and does not stay there. (GRIT)
 - B. Is zesty. Finds passion, joy, and adventure in the work. (ZEST)
 - C. Values relationships and builds them intentionally. (SOCIAL INTELLIGENCE)
 - D. Makes decisions with students' best interests in mind. (KIDS IN THE CENTER)
 - E. Demonstrates self-control, both work-related and inter-personal. (SELF-CONTROL)
 - F. Keeps commitments made to: students, families, and colleagues. (PROMISES TO CHILDREN ARE SACRED)
 - G. Takes time to show gratitude. (GRATITUDE)
 - H. Expresses and maintains optimism about the future of our students and our schools. (OPTIMISM)
-

SELF AND OTHERS



1.1 Self-awareness and self-adjustment	An excellent teacher... <ul style="list-style-type: none">A. Doesn't settle or sit. Grows. (SHARPENS THE SAW)B. Calibrates emotions even when pushed. (TURN YOUR DIAL)C. Adjusts tone and actions as needed. (NEWTON'S 1ST & 3RD LAW)D. Manages time, energy, and attitude.E. Recovers physically and renews emotionally and mentally. (OXYGEN MASK)
1.2 Continuous learning	<ul style="list-style-type: none">A. Seeks feedback and data early and often and adjusts. (GET IT AND USE IT)B. Researches, observes, experiments, shares, and collaborates. (PANS FOR GOLD)C. Sets and achieves big and small goals for professional growth. (GROWTH MINDSET)D. Takes advantage of learning experiences both in and out of school. (SHARPENS THE SAW)
1.3 Building relationships	<ul style="list-style-type: none">A. Treats colleagues, students, and families as people first and works to make them feel known, loved and valued. (PEOPLE FIRST)B. Intentionally seeks to know others and to let others know them.C. Engages in genuine conversations with colleagues and families even when difficult.D. Notices and intentionally takes advantage of opportunities to strengthen relationships.E. Anticipates and identifies problems in relationships and generates multiple approaches to addressing them.
1.4 Cultural competence	<ul style="list-style-type: none">A. Seeks understanding of and honors the vast similarities and differences of student cultures, social contexts, and communities we serve.B. Considers cultural connections and differences between herself, students, families, and colleagues when communicating in general, as well as when planning and executing lessons.C. Labels personal biases and seeks to overcome them.
1.5 Communication	<ul style="list-style-type: none">A. Actively listens to others, with appropriate eye contact and non-verbals.B. Communicates with genuine warmth and maintains rigorous expectations for behavior and results. (WARM & DEMANDING)C. Responds to students and adults with positive tone, clarity, and enthusiasm.D. Avoids sarcasm.E. Writes clearly and concisely, with appropriate grammar, vocabulary, and tone.F. Communicates praise, feedback, and concerns directly to students, families, and colleagues.
1.6 Professionalism	<ul style="list-style-type: none">A. Honors that teaching is our chosen profession and that our students and their families put a tremendous amount of faith in us as professionals. Consequently, we embrace that part of being an excellent teacher is living up to the professional standards established by our KIPP schools, KIPP regions, and KIPP as a whole.



CLASSROOM CULTURE

2.1 Expectations

Excellent teaching means that the teacher...

- A. Consistently communicates: 1) This is important; 2) You can do it with hard work; 3) I will not give up on you; and 4) We will help each other. (KEY MESSAGES)
- B. Insists that students take risks, make and learn from mistakes, and admit confusion. (GROWTH MINDSET)
- C. Lets students know exactly what academic and character excellence looks like for the year, the unit, and the lesson and demands it. (WARM & DEMANDING)
- D. Provides real-time and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)

2.2 Investment

- A. Treats their classroom goals and investment of kids and families like a garden. (TEND IT CONSTANTLY)
- B. Designs the physical space to make it inviting, purposeful, and a reflection of the students in the room. (THEIR HAPPY PLACE)
- C. Ensures kids can explain the why, big and small, for every action, activity, and artifact. (THE WHY OF THE WAY)
- D. Makes sure that goals, big and small, matter to kids and their families.
- E. Creates a classroom where kids are proud to be and you can tell.
- F. Provides students with opportunities to make choices and to influence the classroom culture.

2.3 Routines and systems

- A. Designs efficient behavioral and academic systems. (WELL-OILED MACHINE)
- B. Models and practices systems until they are mastered. (100%)
- C. Tweaks systems when they are not working.
- D. Maintains a clean and organized classroom space. (CLEANER THAN WE FOUND IT)
- E. Anticipates challenges that individual students may have with some routines and systems and makes adjustments.

2.4 Management and discipline

- A. Implements a classroom behavior management plan with the goal of 100% of the students meeting 100% of the expectations 100% of the time. (100%)
- B. Notices what is happening in the classroom and adjusts accordingly. (WITH-IT-NESS)
- C. Considers and addresses the root causes of student disruption or inattention.
- D. Reacts with speed and decisiveness when behavior does not meet expectations. (WARM & DEMANDING/100%)
- E. Administers consequences that logically connect to the behavior and the child. (LOGICAL CONSEQUENCES)
- F. Uses a calm, firm, and convincing tone when addressing inappropriate behavior. (WARM & DEMANDING)
- G. Uses a variety of techniques to capture and maintain mutual respect and attention from students (i.e. – narrate the positive, correct, assertive body language, proximity, etc... see SAPHIER'S ATTENTION CONTINUUM and LEMOV'S TAXONOMY)
- H. Provides specific, observable, concrete, and sequential directions and expects students to follow them. (SOCS/100%)
- I. Reconnects positively with students after administering a consequence.

2.5 Joy!

- A. Exudes a love of teaching and learning through facial expressions, tone, and actions. (LOVE OF THE GAME)
- B. Nurtures curiosity and a love of learning.
- C. Smiles and laughs regularly, and brings humor and zest to the work of teaching and learning.
- D. Celebrates individual and group efforts and successes when students meet and exceed expectations.
- E. Creates opportunities in the day for students to smile, laugh, and be expressive.



TEACHING CYCLE

3.1 Big goals

Excellent teaching means that the teacher...

- A. Establishes and refers to measurable, challenging, year-long goals for student growth and achievement. (BIG ROCKS)
- B. Breaks big goals into manageable and measurable chunks. (CHUNKY MONKEY)
- C. Regularly tracks and communicates progress with students and families. (TRACKS & TELLS)
- D. Connects big goals to student experiences or future opportunities. (THE ROAD AHEAD)

3.2 Long-term and unit planning

- A. Backward plans from college-readiness, common core, and state standards to create: (END IN MIND)
 - i. Assessments (THESE FIRST)
 - ii. Goals
 - iii. Scopes and sequences
 - iv. Enduring understandings and essential questions
 - v. Unit plans
 - vi. Objectives/aims
- B. Seriously...please do it. (SERIOUSLY, PLEASE DO IT)

3.3 Lesson planning

- A. Plans a daily objective/aim that is achievable, rigorous, and measurable. (SMART AIM)
- B. Establishes clear criteria for success and an aligned way to assess daily. (THE WHAT)
- C. Breaks content down into clear, accessible ideas and procedures. (BUILD/CLIMB THE STAIRS)
- D. Matches materials/explanatory devices to objective. (MATCHING)
- E. Connects current lesson material to past and future material as well as material from other content areas. (BUILD THE NEURAL NET)
- F. Explicitly differentiates and groups kids in plan. (GROUPING)
- G. Connects to prior knowledge. (BAITS)
- H. Develops compelling hooks throughout lesson, aligned to objective. (HOOKS)
- I. Includes introduction to new material, guided, and independent practice. (I/We, We, You)
- J. Establishes checkpoints. (TSA)
- K. Scripts varied questions and acceptable answers as needed to drive rigor. (QTIDWTFTA)
- L. Writes an aligned, interactive agenda. (THE HOW)
- M. Builds in dual-purpose when possible (character-academics, academics-academics, etc.) (BANG FOR THE BUCK)

3.4 Rigor

- A. Clearly communicates what mastery and excellence looks like, differentiated for all student groups. (THE BAR)
- B. Spirals and scaffolds up, down, and across Bloom's Taxonomy. (SPIRAL & SCAFFOLD)
- C. Varies questioning strategies. (QTIDWTFTA)
- D. Proactively addresses student misconceptions. (MISCONCEPTIONS & NON-EXAMPLES)
- E. Makes students explain and defend their answers, even when they are correct. (ELABORATIVE INTERROGATION & STRETCH IT)
- F. Insists on all-the-way correct answers from students orally and in writing; does not accept partial answers. (RIGHT IS RIGHT)
- G. Unpacks and repacks incorrect answers for mastery, and has the students do the same. (CLOSE THE CIRCUIT)
- H. Provides each student with timely, structured academic feedback – verbally and in writing. (JOHN WOODEN & SOCKS)

3.5 Lesson execution

- A. Posts and communicates clear objectives, CFS, and an engaging agenda for the lesson so kids know what is to be learned, why it is to be learned, and how it is to be learned. (WHAT, WHY, & HOW)
- B. Delivers content in a well-organized, clear, accessible manner – highlighting key points. (CLARITY)
- C. Activates prior knowledge. (BAITS)
- D. Hooks, models, guides, releases, and closes. (CATCH & RELEASE & CLOSE)
- E. Creates external indicators that the brain is on-task (i.e., nodding, tracking, note-taking, independent work). (MAKE IT VISIBLE)
- F. Notices student confusion and does something about it. (WITH-IT-NESS)
- G. Ensures that students are thinking about the task and responding to the teacher and each other. (BE ON-TASK)
- H. Provides opportunities for clear, organized student note-taking when appropriate. (NOTES)
- I. Ensures sustained and structured independent practice of objective.
- J. Circulates and responds to student work in real-time. (MOVE YOUR APPLE & SPOTLIGHT)
- K. Works as needed with individual students and small groups to differentiate and ensure mastery. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
- L. Uses a variety of methods to review and practice skills already mastered. (SPIRAL)

3.6 Ratio

- A. Frequently engages all students in opportunities to think, speak, and write. (MAKE KIDS SWEAT)
- B. Uses a variety of ratio strategies to increase thinking and talking done by students. (Wait time, call and response, pre-call, cold call, half statements, fill in the blank, unbundling, elaborating or building on, playing dumb, etc...)
- C. Ensure that partner and group work is structured and accountable. (MAKE EVERY WORD COUNT)
- D. Employs economy of language and action. (ECONOMY OF LANGUAGE)

3.7 Pacing and timing

- A. Sets, communicates, and keeps pace during class time. (URGENT PATIENCE)
- B. Uses brisk and smooth transitions throughout.
- C. Plans for periods of active and passive engagement. (A PULSE IS A SIGN OF LIFE)
- D. Adjusts lesson timing as appropriate to meet needs of all students. (Reevaluate planning if occurs repeatedly.)

3.8 Assessment

- A. Creates or obtains standards-aligned formative and summative assessments as the first step of planning. (END IN MIND)
- B. Administers diagnostics that determine what students know and do not know to inform long-term and unit planning. (HOLES & BRIGHT SPOTS)
- C. Uses a variety of individual and whole group methods daily, weekly, and beyond to check for understanding. (CFUs)
- D. Varies questioning strategies in order to determine readiness for next step. (QUESTIONING)
- E. Assesses all students against each lesson's learning objectives to inform teaching daily.
- F. Plans unit assessments and weekly/bi-weekly assessments that are appropriately spiraled, scaffolded, and differentiated.
- G. Adapts, accommodates, and modifies assessments for students with special needs.

3.9 Analysis and action

- A. Provides ongoing and specific affirming and adjusting feedback about academics and character to students. (THE SPOTLIGHT)
- B. Immediately uses data from CFUs to correct misconceptions and determines whether to re-teach the entire class, target a smaller group, or individual.
- C. Accurately predicts level of student mastery in advance of exit tickets, student practice, weekly/bi-weekly assessments, unit assessments, etc . . .
- D. Tracks and analyzes assessment data regularly to drive short and long-term planning, re-teaching, and differentiation.
- E. Communicates what, when, and how assignments will be graded. Completes grading quickly and returns work to students promptly. (SERVES FRESH FOOD)
- F. Provides each student with timely, structured academic feedback-verbally and in writing. (JOHN WOODEN & SOCKS)



KNOWLEDGE

4.1 Child development

Excellent teaching means that the teacher...

- A. Uses knowledge of the developmental ranges of what students can do academically to inform planning. (ZPD)
- B. Knows the developmental ranges of what students can do behaviorally and uses it to make decisions. (ZPD)
- C. Knows what students care about and how they form relationships.
- D. Knows how to empathize and adjust to meet academic and emotional needs.

4.2 Content knowledge

- A. Knows the essential content, concepts and big ideas of the discipline well enough to create questions that teach and assess them.
- B. Knows what comes in the years before and after their curriculum. (CLIMBING THE STAIRS)
- C. Knows what to expect and how to support our English Language Learners. (EVERYONE'S AN ELL TEACHER)
- D. Knows what to expect and how to support our students with special needs. (EVERYONE'S A SPED TEACHER)
- E. Knows the college knowledge, habits, and social skills students require for higher education and when it's best to teach. (KTC IS EVERYONE'S JOB)
- F. Knows what they, as a teacher, do not know and asks for help accordingly. (THE CREDO)

4.3 Literacy for everyone

- A. Models thoughtful, joyful, and accurate reading, writing, and speaking.
- B. Deliberately and frequently expands students' vocabulary.
- C. Uses knowledge of students' literacy experiences, reading levels, and interests to plan lessons regardless of the subject. (EVERYONE'S A READING TEACHER)
- D. Models pre-reading, reading, and post-reading strategies.
- E. Models, teaches, and reinforces fluent and expressive reading aloud.
- F. Intentionally and regularly embeds non-fiction content and reading from other content areas into lessons. (BUILD THE NEURAL NET)
- G. Provides students with varied opportunities to express their thinking orally, in writing, and to engage in the writing process.

4.4 Differentiation

- A. Knows the learning styles and academic strengths and weaknesses of each individual student. (KNOW YOUR KIDS NOT THEIR LABELS)
- B. Accelerates and remediates for students starting at their learning edge. (ZPD)
- C. Varies teaching strategies, styles and activities to ensure all students master objectives. (IT'S ABOUT HOW THEY LEARN NOT HOW YOU TEACH)
- D. Uses practice and grouping strategies to work with specific students in class. (YOU DON'T NEED AN INTERVENTION TIME TO INTERVENE)
- E. Pre-teaches, re-teaches, and extends as needed.
- F. Is resourceful and creative in leveraging a variety of resources to help all students achieve learning goals. (People, technology, time, etc . . .)

This Framework reflects the collective wisdom, talent,
and feedback of KIPP teachers and leaders from across
the country, as well as our beloved resources:

The Skillful Teacher by Jon Saphier
Kim Marshall's Rubrics
Star Teachers by Martin Haberman
Teaching as Leadership from Teach for America
Teach Like a Champion by Doug Lemov
Character Strengths and Virtues
by Martin Seligman and Chris Peterson

Achievement First
Uncommon Schools
YES Prep Public Schools
Relay Graduate School of Education

		Years of experience when first HIRED at KIPP Nashville															
		0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Number of Years experince at KIPP Nashville	0	40,000	40,298	41,045	42,537	43,284	44,776	46,269	47,761	49,253	50,746	52,239	53,731	55,224	56,717	58,208	58,768
	1	41,200	41,507	42,537	43,813	44,582	46,120	47,657	49,193	50,731	52,268	53,806	55,343	56,881	58,418	59,955	60,532
	2	42,436	42,752	43,813	45,128	45,920	47,503	49,087	50,669	52,253	53,836	55,420	57,004	58,587	60,171	61,753	62,347
	3	43,709	44,035	45,128	46,482	47,297	48,928	50,559	52,189	53,820	55,452	57,083	58,714	60,345	61,976	63,606	64,218
	4	45,020	45,356	46,482	47,876	48,716	50,396	52,076	53,755	55,435	57,115	58,795	60,475	62,155	63,835	65,514	66,144
	5	46,371	46,717	47,876	49,312	50,178	51,908	53,639	55,368	57,098	58,829	60,559	62,289	64,020	65,750	67,479	68,129
	6	47,762	48,118	49,312	50,792	51,683	53,465	55,248	57,029	58,811	60,593	62,376	64,158	65,941	67,723	69,504	70,173
	7	49,195	49,562	50,792	52,316	53,233	55,069	56,905	58,740	60,575	62,411	64,247	66,083	67,919	69,755	71,589	72,278
	8	50,671	51,049	52,316	53,885	54,830	56,721	58,612	60,502	62,393	64,284	66,174	68,065	69,956	71,847	73,737	74,446
	9	52,191	52,580	53,885	55,502	56,475	58,423	60,371	62,317	64,264	66,212	68,160	70,107	72,055	74,003	75,949	76,679
	10	53,757	54,158	55,502	57,167	58,170	60,176	62,182	64,186	66,192	68,198	70,205	72,211	74,217	76,223	78,227	78,980
	11	55,369	55,782	57,167	58,882	59,915	61,981	64,047	66,112	68,178	70,244	72,311	74,377	76,443	78,509	80,574	81,349
	12	57,030	57,456	58,882	60,648	61,712	63,840	65,969	68,095	70,223	72,352	74,480	76,608	78,736	80,865	82,991	83,790
	13	58,741	59,179	60,648	62,468	63,564	65,756	67,948	70,138	72,330	74,522	76,714	78,906	81,099	83,291	85,481	86,303
	14	60,504	60,955	62,468	64,342	65,470	67,728	69,986	72,242	74,500	76,758	79,016	81,274	83,531	85,789	88,045	88,893
	15	62,319	62,783	64,342	66,272	67,435	69,760	72,086	74,410	76,735	79,061	81,386	83,712	86,037	88,363	90,687	91,559
	16	64,188	64,667	66,272	68,260	69,458	71,853	74,248	76,642	79,037	81,433	83,828	86,223	88,619	91,014	93,407	94,306
17	66,114	66,607	68,260	70,308	71,541	74,009	76,476	78,941	81,408	83,875	86,343	88,810	91,277	93,744	96,210	97,135	

* Note, grey highlighting indicates that exceptions have been made to the standard rule (of old metro pay at hire, 3% growth per year)

Role	Salary Range
Counselor	Follow teaching pay scale
GTL stipend	\$1,500 - \$3,000
AP	\$60,000 - \$70,000
Academic Deans	\$55,000 - \$65,000
Dean of Students	\$50,000 - \$60,000
Office Manager	\$32,000 - \$40,000
Business Manager	\$40,000 - \$50,000

APPLICANT INFORMATION

CHARTERING AUTHORITY FOR PROPOSED CHARTER SCHOOL: Metro Nashville Public Schools

SPONSOR/SPONSORING AGENCY: KIPP Nashville

Provide the name of the person who will serve as **the primary contact** for this application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this application.

NAME OF CONTACT PERSON: Randy Dowell

MAILING ADDRESS: 123 Douglas Avenue, Nashville, TN 37207

PRIMARY TELEPHONE: (615) 226-4484 ALTERNATE TELEPHONE: () _____

EMAIL ADDRESS: TBranch@KIPPNashville.org

NAME OF PROPOSED SCHOOL LEADER (if any): _____

NAME OF PROPOSED CHARTER SCHOOL: KIPP Nashville Elementary School

PROJECTED YEAR OF SCHOOL OPENING: Summer 2016 (2016-17 school year)

CITY OR GEOGRAPHIC COMMUNITY NASHVILLE, TN (SOUTHEAST NASHVILLE OR NORTH NASHVILLE)

Does the proposed school intend to contract or partner with a charter management organization (CMO) or not-for-profit education service provider? *Note: Tennessee law currently permits an operator to contract with non-profit service providers. It does not permit operators to contract with for profit service providers.*

Yes No

If yes, identify the CMO or other partner organization:

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? Yes No

If yes, complete the table below, adding lines as needed.

STATE	AUTHORIZER	PROPOSED SCHOOL NAME	APPLICATION DUE DATE	DECISION DATE
TN	ASD	KIPP Nashville Elementary School	April 24, 2015	July 15, 2015

ASSURANCES

As the authorized representative of the sponsor, I hereby certify that the information submitted in this application for a charter for KIPP Nashville Middle School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after award; and if awarded a charter, the school:

1. Will operate as a public, nonsectarian, non-religious public school, with control of instruction vested in the governing body of the school under the general supervision of the chartering authority and in compliance with the charter agreement and the Charter School Act;
2. Will follow all federal, state and local laws and regulations that pertain to the operation of a public school, unless waived according to T.C.A. § 49-13-105;
3. Will provide special education services for students as provided in Tennessee Code Annotated Title 49, Chapter 10, Part B of the Individuals with Disabilities Education Act; Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973;
4. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974, that are applicable to it;
5. Will follow all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, national origin, religion, ancestry, or need for special education services;
6. Will comply with all provisions of the Charter Schools Act, including, but not limited to
 - a. employing individuals to teach who hold a license to teach in a public school in Tennessee;
 - b. complying with Open Meetings and Open Records laws (T.C.A. §§ 8-44-101 et seq.; 10-7-503, 504) (guidance is available from the [Office of Open Records Counsel](#));
 - c. not charging tuition, except for students transferring from another district to the school pursuant to the local board's out-of-district enrollment policy and T.C.A. § 49-6-3003;
 - d. following state financial (budgeting and audit) procedures and reporting requirements according to T.C.A. § 49-13-111, 120 and 127;
 - e. requiring any member of the governing body, employee, officer or other authorized person who receives funds, has access to funds, or has authority to make expenditures from funds, to give a surety bond in the form prescribed by T.C.A. § 8-19-101; and
7. Will, at all times, maintain all necessary and appropriate insurance coverage.



Signature



Printed Name of Authorized Signer



Title of Authorized Signer