EXISTING OPERATOR GENERAL INFORMATION

Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States? ☐Yes **X** No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date

Provide the name and desired opening year for each school included in this proposal *(adding lines as needed).*

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Nashville Academy of Computer Science	2014	Nashville, TN	5th	5th-8th

Do any proposed schools intend to contract or partner with a not-for-profit education service provider (ESP) or other organization to provide school management services? *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 **X** No

If yes, identify the ESP or other partner organization:

_____

Section 1: Academic Plan Design and Capacity

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

Nashville Academy of Computer Science (NACS) will differ from our existing school in that we will include computer programming as part of the middle school curriculum. As Steve Jobs said, "I think everybody in this country should learn how to program a computer because it teaches you how to think."[1] The ability to program a computer is as or more important than the ability to do calculus or analyze the plot of a novel, but states don't test coding and schools either don't teach, or do a poor job of teaching, computer programming. Knowledge of computer programming will distinguish our scholars in the college applicant pool, and prepare them for a life of innovation.

Adding a computer-programming component to our model would require hiring a technically competent staff member exclusively focused on building this curriculum, teaching the pilot class at Nashville Prep (our current school) next year, and refining the model. This individual would pilot a computer-programming course at our current middle school this coming year, and then expand the program to our second middle school the next year. Hiring the right individual for this position is paramount to the program's success, and significant resources will be dedicated to this hiring process. We also must invest in additional student computers to implement this program.

Fortunately, new tools are invented every day to aid in programming instruction, and philanthropic organizations are increasingly devoting resources to ensuring the creation and proliferation of these programs.[2] For example, there are online learning platforms for coding instruction that range from MIT's 'Scratch'[3] to the more advanced 'Code Academy'[4] and 'Coursera' courses.[5]

In grades five and six, computer programming will be offered for one hour during our Focus Tutoring block (our 'all hands on deck' hour of tutoring), for three hours every other Saturday and for one hour for enrichment each day. Currently, approximately twenty five percent of fifth

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[1] Quigley, Rachel. "The Daily Mail, The Day Steve Jobs Phoned the Pope as a Prank: Watch the 'most Revealing' Interview with the Apple Boss That Lay Unseen in a Garage for 15

[2] See, e.g., Code.org (*Code.* Web. 17 Mar 2013.<www.code.org>the New School Venture Fund (*New School Venture Fund.* Web. 17 Mar 2013.<www.newschools.org>and the Next Generation Learning Grants (*Next Generation Learning Challenges.* Web. 17 Mar 2013.<www.nextgenlearning.org> .

[3] *Scratch: Imagine, Program, Share.* Massachusetts Institute of Technology. Web. 17 Mar 2013.<scratch.mit.edu>

[4] *Code Academy.* Web. 17 Mar 2013.<www.codeacademy.com>

[5] Coursera was founded by a former computer science professor at Stanford and features synchronous and asynchronous college courses in almost every subject, including computer science. *Coursera: Explore Courses.* Web. 17 Mar 2013.<www.coursera.org>

grade scholars at Nashville Prep are not pulled for tutoring during the Focus Tutoring block, because they are meeting or exceeding our performance goals in core classes. Those scholars who are not pulled for tutoring participate in a study hall, where they utilize laptops for computer-based learning (mainly Khan Academy) or choose to read independently. Moving forward, once scholars consistently perform at or above grade level in core subjects, they will be placed into a permanent computer programming class during the Focus Tutoring block. All scholars will participate in our bi-weekly Saturday computer programming classes, which will be three hours long.

We anticipate, based on our data from current students, that 100% of scholars will have the ability to access programming for enrichment and Saturday Academy, approximately 25% percent of scholars will participate in core subject class in the fifth grade and 50% will participate in the core subject class in the sixth grade. In the seventh and eighth grades, every scholar will participate in the programming class for one hour each day (with computer programming taking the place of one of our two daily math classes).

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, and Capacity

1. *Describe the organization or network strategic vision, desired impact, and five-year growth plan for developing new schools in Tennessee and other cities and/or states, if applicable. Include the following information, regardless of school location: proposed years of opening; number and types of schools; any pending applications; all currently targeted markets/communities and criteria for selecting them; and projected enrollments.*

Nashville Prep plans to open its second middle school, Nashville Academy of Computer Science, in August of 2014 to a class of 120 5th graders. When Nashville Academy of Computer Science is fully- grown, it will be a grade 5-8 school, with a total enrollment of 480 students. Nashville Prep does not currently have plans to expand beyond Nashville Academy of Computer Science. However, we are currently undertaking a business and strategic planning process with the staff and board to outline long-term organizational priorities and goals. That process could result in a more ambitious growth plan.

NACS seeks to serve students in North Nashville and the neighborhoods around downtown Nashville, including the public housing communities of Napier, Cumberland View, Jo Johnston, Edgehill, and Preston Taylor. The achievement and opportunity gap between students in these communities and other students in the city, county, and state is vast.   However, just like with Nashville Prep, we will recruit and offer bussing to scholars from across Davidson County.

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

Nashville Prep does not currently have plans to expand beyond Tennessee.

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 and deploying organizational capacity to support the proposed schools.*

Nashville Prep's staff and board have a strong track record of success across organizational categories, including at the level of school leadership, classroom instruction, operations, and community outreach.

School Leadership: Nashville Prep's Founder and School Director, Ravi Gupta (bio below in the 'Network Management' section), will continue to hold the position of School Director of Nashville Prep while also holding the position of Chief Executive Officer of the new CMO. If Nashville Prep ever extends beyond two schools, we will revisit this staffing model.

Since Nashville Prep's first day of school in August 2011, one priority has been to identify and train future school leaders. Accordingly, at the start of the 2012-2013 school year, we identified three potential future school leaders and placed them on a school leader training and evaluation plan. Of these three potential future school leaders, we have identified two who are exceeding their goals sufficient to give us confidence that they will be more than ready to serve on the school leadership team for the 2014-15 school year. These future leaders are Anthony Fowler, who will serve as the School Director of Nashville Academy of Computer Science, and Arlyn Ilgenfritz, who will serve as Director of Curriculum and Instruction of Nashville Prep next year as Ravi Gupta assumes his dual role as School Director and CEO of the network.

Anthony Fowler currently serves as the Dean of Students, 6th Grade Chair and 6th Grade Social Studies Teacher at Nashville Prep. These roles give him exposure to leadership at the student, family and staff levels. Prior to working at Nashville Prep, Mr. Fowler was a Social Studies Teacher and 6th and 7th Grade Level Chair at New Vision Academy, where he earned Level 5 TVAAS status. In addition to his considerable experience in the classroom and as an administrator, Mr. Fowler has been given rotations (short experiences in different roles) within Nashville Prep across areas where he previously had little or no experience, such as literacy instruction and special education.

Operations: Nashville Prep currently has a Director of Financial Operations, Nida Rab, and a Director of Academic Operations, Kate Cooper. They will lead the process of selecting and training the operations staff at NACS. Ms. Rab and Ms. Cooper will also adapt and oversee the implementation of the operations implementation timeline (adapted from our original start up timeline described in Attachment K of our original charter for Nashville Prep).

Instruction: NACS will build on Nashville Prep's strong academic track record – using and adapting Nashville Prep's class materials, curriculum planning documents, assessments, and professional development training resources. More importantly, at least one current Nashville Prep teacher will become part of the founding teaching staff at NACS, with the explicit role of helping Mr. Fowler ensure continuity of culture and systems. We will identify this teacher for transition by March 1, 2014.

Financial Management: Nashville Prep currently contracts with a local company, CFO Business Solutions, to provide 'back office' services, which includes accounting, bookkeeping, financial reporting, payroll, and budgeting. CFO currently works with Nida Rab, our Director of Financial Operations (formerly Office Manager), to manage Nashville Prep's finances. We are transitioning from CFO Business Solutions to EdTec, which is a larger, more experienced 'back office' firm. Ed Tec currently has 50 employees and has supported over 250 charter schools that range from single schools to large CMOs. EdTec will take over as Nashville Prep's back office provider in July 2013.

Community Outreach: Nashville Prep's Director of Student Recruitment and Family Outreach, John Little, has had tremendous success building and sustaining partnerships and identifying and meeting the growing demands for enrollment in Nashville Prep. This outreach position will be shared with NACS.

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

This is not applicable to Nashville Prep. This is our first replication effort.

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.*

Facilities: Nashville Prep has been fortunate to occupy space at the Tennessee State University's Avon Williams Campus. Our current middle school will likely relocate to the McCann Adult Learning Center building under a long-term lease with MNPS.[6] As described in **Appendix A: Letter from the TSU President Glenda Glover**, NACS has been invited to incubate at the TSU Avon Williams campus for its first two years under an expanded partnership with TSU. Our current plan is to occupy this space at TSU for the first two years. Despite the attraction of incubating at a location we know well, we are also working with the Charter School Development Corporation, a non-profit organization dedicated to constructing charter school facilities, as well as the Cassidy Turley real estate group to identify land for construction of a facility for NACS and the Nashville Prep high school. Additionally, we will continue to work with MNPS to identify underutilized space for use by NACS or the Nashville Prep High School.

Student enrollment and attrition: One of our central challenges has been in recruiting families and ensuring they stay in the program. We describe in detail the challenges and current solutions to student attrition below in Section 4.1.C. For student recruitment, we recognized early in our founding year that without name-recognition or a track record of success, we must bring tremendous energy to reaching out to families in our target neighborhood. Accordingly, Ravi Gupta canvassed housing projects around North Nashville throughout the summer of 2010 – knocking on thousands of doors and community meetings in churches and recreational centers across the city. In the winter of 2010, he brought on John Little, a veteran of political campaigns and community organizing, to help organize three hugely successful community canvassing events in that founding year in which board members, future teachers, and supporters knocked thousands of additional doors and recruited future Nashville Prep families. These efforts allowed Nashville Prep to achieve tremendous success over our first two years as evidenced by the fact that we had over 250 applications for next year's incoming 5th grade class, which is more than double the available seats. We will continue to employ a Student Recruitment and Family Outreach to ensure smooth and consistent execution of our enrollment goals.

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

See **Attachment 1** for our annual report. We are currently in the process of creating a business plan. This plan will be complete by August 2013.

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[6] This arrangement is still subject to Nashville Prep board approval and the approval of the Metropolitan Nashville Board of Public Education.

Network Management

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

Ravi Gupta: Chief Executive Officer

Ravi Gupta will be the Chief Executive Officer of the network and School Director of Nashville Prep. He will manage the school leadership teams, the network operations team, and will report to Board of Directors. He will also be responsible for long term strategy and growth plans, public relations, and community outreach. Our current plan is for Mr. Gupta's role to be an in-kind benefit to Nashville Academy of Computer Science.

Ravi Gupta is currently the Founding Director for Nashville Prep. In 2010, Mr. Gupta joined the Building Excellent Schools Fellowship, where he studied and learned from best practices used by the highest-performing schools and school leaders in the nation. He recently served as Special Assistant and Speechwriter to Susan Rice, U.S. Ambassador to the United Nations. Mr. Gupta previously spent two years working for Barack Obama's 2008 presidential campaign – joining then-Senator Obama's exploratory committee and working through the primary and general elections. He ran fundraising, voter registration, and voter turnout operations in more than a half dozen states during the primary election and served as assistant to Chief Strategist David Axelrod during the general election. Prior to joining Obama for America, Mr. Gupta served as the Director of Development for Orphans of Rwanda, an organization that provides comprehensive educational support to children in Rwanda orphaned by the 1994 genocide and/or HIV/AIDS. He also founded the Atuu International Scholarship Fund in 2003 to establish scholarships for children in Ghana, West Africa to attend high school and college. Mr. Gupta received his J.D. from Yale Law School in 2009, where he was a Harry S. Truman Scholar, and his B.A. from Binghamton University, where he received the university's highest honor, the University Medal, and was named the 2011 Winter Commencement keynote speaker and 2012 Convocation keynote speaker. In 2012, he was named to the Forbes 30 Under 30 List.

The Director of Operations: TBD

The Director of Operations will be appointed by and will report to the CEO. S/he will oversee the day-to-day educational program including:

- *Operations:* Develop and document operational systems and procedures and train staff. Oversee vendor relations including janitorial, IT, and equipment.
- *Finances:* Oversee accounts payable and receivable.
- *Human resources*: Run payroll. Manage HR-related paperwork.
- *Data*: Manage student testing. Ensure accurate data entry and integrity. Complete necessary data reporting requirements.
- *Student recruitment*: Oversee the work of the Director of Student Recruitment and Family Outreach. Manage student reporting requirements.

The Director of Operations will be an in-kind benefit to Nashville Academy of Computer Science.

Director of Student Recruitment and Family Outreach: TBD

The Director of Student Recruitment and Family Outreach will be appointed by the CEO and report directly to the Director of Operations. This staff member will oversee the student recruitment and enrollment processes of the schools as well work with the schools to manage and cultivate community partnership.

The role of Director of Academic Operations, Director of Student Recruitment and Family Outreach, and Literacy Coordinator will be shared between Nashville Prep and Nashville Academy of Computer Science in perpetuity. The Literacy Coordinator will be a localized role at each school in year three.

2. *Explain any shared or centralized support services the network organization will provide to schools in Tennessee. Describe the structure, specific services to be provided, the cost of those services, how costs will be allocated among schools, and specific service goals. How will the organization measure successful delivery of these services?*

CMO Services:

For the purposes of this section, the "CMO" refers to any shared staff between the two schools.

Compliance: The CMO will inspect the Charter School from time to time, but at least annually, using formal and informal inspections and will arrange for third-party evaluation and feedback regarding (i) the instructional program of NACS and (ii) the CMO's impact on student achievement towards NACS' goals as stated in its charter. The CMO shall report to the Board at each meeting of the Board, and as requested by the Board, as to the effectiveness of its instructional programs, progress of its students and compliance with regulatory requirements. The CMO shall assist the Board in complying at all times with applicable legal requirements and all such conditions as may have been imposed by the authorizer granting its charter.

Curricular Systems. The CMO will provide and support the NACS with comprehensive program design, including curriculum development and implementation, curriculum scope and sequence, instructional oversight, common standards, the development, administration and analysis of diagnostic assessments, and the oversight, measurement, and management of comprehensive school quality.

Data and Technology. The CMO will provide support for the identification, procurement, installation and operation of technology systems for NACS. The CMO will assist with the purchase and procurement of information technology equipment and services, including student information systems and computer and information technology support for NACS, it being understood that the actual purchases will be for the account and at the expense of NACS.

Fund Development. As part of overall program evaluation and budgeting, the Board will set specific targets for fund development at the beginning of each fiscal year, and the CMO will then design and implement programs to meet those targets. The CMO will work to secure and provide philanthropic commitments to support school start up and school scale up, including planning

and running of events. Additionally, the CMO will work to secure and provide program grants and other project-based resources for NACS.

Finance. The CMO, in consultation with our 'back office' firm, will help establish accounting policies and procedures, manage accounts payable and accounts receivable and program analysis.

School Director Recruitment: The CMO shall assist the Board in defining the qualifications of the School Director and in identifying, selecting, and recruiting appropriate candidates.

Human Capital. The CMO will provide support and assistance to the School Director with respect to the NACS' recruitment efforts and design and implementation of effective processes to ensure selection and retention of high quality teaching and administrative staff by NACS. The CMO will provide support for recruitment and initial vetting of prospective staff, including network-wide advertising and affiliations, first interviews, scheduling of demonstration lessons, and background/reference checks. Upon completion of the initial vetting process, the School Director will be responsible for arranging any follow up interview requirements and will have final authority to hire teachers and administrators who shall report directly to the school leader or his or her designee. However, the CMO will assist with onboarding and termination (including conducting exit interviews of each department instructional staff member), HR compliance, and compensation and benefits administration.

Professional Development. The CMO will provide network-wide professional development and training sessions, both formal and informal, as needed to meet the goals of the program and student outcomes.

Operations. The CMO will provide support and consultation on payroll services, bulk purchasing, auditing and legal services coordination, benefit purchasing and administration, facilities acquisition, and all human resources policies and procedures for NACS. The CMO will also assist NACS in areas of compliance and management, such as personnel files, purchasing systems, facilities maintenance plans, and school safety plans.

Costs of Service: Given the current scale of the organization and the addition of the second school, a shared direct cost approach between the existing school and new school has been implemented. Nashville Academy of Computer Science's share of the shared staff compensation benefits is:

Year 1	Year 2	Year 3	Year 4	Year 5
$49,643	$79,369	$53,691	$55,444	$57,269

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

Function	Network Decision-Making	School Decision-Making
Performance Goals	The network will set performance goals related to academic achievement, organizational performance, parent satisfaction, and governance. These goals are outlined in the Performance Management section.	Individual schools will be held responsible for meeting goals set by the network. Individual schools will also set internal goals related to interim assessments, homework completion, and independent reading.
Curriculum	The network will set standards, deadlines and process for the creation of major curricular documents including yearlong scope and sequence documents and trimester assessments.	School Leaders, Directors of Curriculum, and teachers at individual schools will make decisions related to lesson planning, class material design, data analysis, and unit assessments.
Professional Development	The network will design and run most of the summer professional development and some full day professional development during the school year.	Individual schools will run daily and weekly professional development, as well as some summer and full day professional development.
Data Management and Interim Assessments	The network will make decisions about data management software, tracking tools and which external interim assessments to use.	Individual schools will be responsible for tracking and analyzing data and administering interim assessments.
Promotion Criteria	Criteria for promotion are outlined in the Nashville Prep Student Handbook, which will be adapted for use at both campuses.	Individual schools will manage the process of retention and promotion. The Director of Student Supports on each campus will communicate retention risks to parents, students, and staff members as necessary.
Culture	The network will adapt the current Nashville Prep student and staff handbook for both schools, which outlines systems surrounding school culture.	Individual schools will be responsible for implementing school and staff culture.
Budgeting, Finance, and Accounting	A shared outside accounting service will manage network finances and individual school finances.	The Office Manager at each school will be responsible for cataloging receipts and reporting expenses to the accounting service.
Student Recruitment	Student recruitment and neighborhood canvassing will be done on a network level. One individual, the Director of Student Recruitment and Family Outreach will be responsible for recruiting students, managing the enrollment process, and running the lottery for both schools.	Individual schools will work with our network's Director of Student Recruitment and Family Outreach to set priorities, communicate challenges, track data, and implement a community and parent outreach plan.
School Staff Recruitment and Hiring	The network will advertise for both network level and school level positions. The CEO of the network will approve all hiring decisions made by principals and often participate in the interview process.	The School Director of each school will interview all 'Phase II' applicants (those who pass initial screening, manage the sample lesson process and ultimately recommend teachers and staff for hire.
H/R Services (payroll, benefits, etc)	H/R Services will be managed on a network-wide level. Employees of both schools will receive benefits through MNPS. One individual, the Director of Operations, will be responsible for H/R at both schools (with some work performed by our 'back office' firm).	Individual schools will not make any decisions related to payroll, benefits, etc.
Development/Fundraising	The CEO will carry out fundraising activities, including individual and foundation giving, grant management, corporate giving, and school and network marketing.	Schools may undertake small fundraising projects via organizations like Donors Choose, Kickstarter, etc,
Community Relations	Our network staff will set targets for community relations (home visits, church meetings, partnerships, etc. . .) to be met by each school and the network as a whole.	As we believe community organizing must be an organic and authentic effort, our school's will have wide latitude in crafting and implementing community outreach plans, as long as their plans meet network goals.
I/T	The network will establish an I/T contract, or extend its current one, for all schools in the network. The Director of Operations for the network will manage the relationship between the I/T vendor and individual schools.	The Director of Operations at each school will be responsible for day to day communication with the IT vendor and managing issues with printers, computers, etc.
Facilities Management	The network will be responsible for securing facilities for its schools. Any contracts and agreements regarding facilities will be approved on the network level.	Schools within the network will have their own separate facilities. The Office Manager at each school will manage the day-to-day operations of each facility.
Vendor Management / Procurement	The network will be responsible for procuring new vendors, entering agreements with vendors, and managing long-term vendor relationships.	Individual schools will manage the day-to-day relationship with most vendors.
Other operational services, if applicable	Not applicable.	Not applicable.

4. *Provide, as **Attachment 2**, the following organization charts:*
   a. *Year 1 network as a whole*
   b. *Year 3 network as a whole*
   c. *Year 5 network as a whole*

See **Attachment 2**.

Governance

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

   a. *Will each school/campus have an independent governing board, or will there be a single network-level board governing multiple schools? If there will be a network-level board, discuss the plan for satisfying the statutory requirement that a parent of a child at each school serve on the governing body.*

There will be a single network-level board that will govern both schools. The current Nashville Prep board will become the network-level board. One parent from Nashville Academy of Computer Science and one parent from Nashville Prep Charter School will serve on the network level board, therefore satisfying the statutory requirement.

   b. *Describe the size and composition (current and desired) for the board. Explain how proposed governance structure and composition will help ensure that there will be active and effective representation of key stakeholders.*

Our board is composed of eleven members of the Nashville community with a diverse range of leadership experience. We will add at least one additional board member, a parent of a student at Nashville Academy of Computer Science. The Nashville Prep board represents a cross section of experienced educators, community and non-profit leaders and business owners.

   c. *Discuss the powers and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board.*

The board will ensure that NACS successfully executes the school's mission, is fiscally responsible and 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. These responsibilities are spelled out in detail in our original charter and are summarized in Subsection D below.

The table below summarizes the key areas of expertise of the Nashville Prep board:

Board Member	Areas of Expertise
Bob Bernstein	Public Relations, Business
Chris Sloan	Law, Vendor Negotiations, Technology
John Spragens	Public Relations, Law, Community Relations

Sarah Tally	Law, Community Relations
Neely Williams	Community Relations, Student Recruitment
Lindsay Wright	Teacher Recruitment , Curriculum Development
Crystal Bradford	Community Relations, Student Recruitment
Hal Cato	Community Relations, Business Technology, Fundraising
Vince Durnan	Curriculum Development, Fundraising
Aneesh Sohoni	Teacher Recruitment, Curriculum Development
Wendy Thompson	Law, Community Relations, Education

2. 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.

The board will hold the charter for NACS and thus will be legally, morally and ethically responsible for the school. Globally, the board will be responsible for all governance issues. We spell out the specific duties of the board in our original charter.

To ensure effective oversight, the board elects members to hold the positions of Chair, Vice-Chair, and Treasurer and has also established a committee structure, including but not limited to, governance, finance, academics and fundraising.

2. *If this application is being submitted by an existing non-profit organization:*
   a. *Will the charter ultimately be held by the existing non-profit or a different board? If the latter, explain the transition.*
   b. *If the existing board will govern the proposed school, discuss the plan to transform that board's membership, mission, and bylaws to support the charter school expansion/replication plan. Describe the plan and timeline for completing the transition and orienting the board to its new duties.*
   c. *If a new board will be formed will be formed, describe how and when the new board will be created and what, if anything, it's ongoing relationship to the existing non-profit's board will be.*

This application is being submitted by the same non-profit organization and board that governs Nashville Prep. We do not plan to form a new board.

Understanding that board recruitment and development is an on-going process, the board will maintain an active Governance Committee that will use a well-defined multi-step process to recruit, select and develop new board members to help manage the growth from one school to two.

The Nashville Prep board has proven itself capable of fulfilling the legal, moral, and fiduciary responsibilities for which it is charged, which in turn has led to the academic, organizational, and financial success of our existing school. The policies and practices that have been put in place by the board, from how the board uses academic data, to the budget process, to the process for evaluating the performance of management, will provide a solid foundation on which the board can build its capacity to manage multiple schools.

Furthermore, the Nashville Prep board has made the strategic decision to reconfigure certain committees to handle the strategic questions associated with growth and replication. For example, in December we formed a strategic planning committee tasked with assessing the needs and desires of key stakeholders (community, parents, families, and staff), studying best practices of CMOs and stand alone schools, and reporting recommendations to the full board. This committee will also work with our Governance Committee to review and update the bylaws to reflect the added responsibilities that come with a second school.

School Management Contracts

This section is not applicable because Nashville Academy of Computer Science does not contract with an outside CMO or ESP. The formation of NACS will create a network, but we do not currently have a plan to operate under a CMO management contract.

Personnel/Human Capital

Network-Wide Staffing

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

Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary/middle schools	2	2	2	2	2
Number of high schools	0	1	1	1	1
Total schools	2	3	3	3	3
Student Enrollment	405	620	821	1,014	1,080
Management Organization Positions					
Chief Executive Officer	1	1	1	1	1
Director of Academic Operations	1	1	1	1	1
Director of Student Recruitment and Outreach	1	1	1	1	1
Literacy Coordinator	1	1	0	0	0
Director of Operations	1	1	1	1	1
Administrative Assistants	0	0	0	1	1
Total back-office FTEs	**5**	**5**	**4**	**5**	**5**
Elementary/Middle School Staff					
Principals	1	1	1	1	1
Assistant Principals	0	0	0	0	0
Director of Curriculum and Instruction	1	1	1	1	1
Add'l School Leadership Position 2	0	0	0	0	0
Add'l School Leadership Position 3	0	0	0	0	0
Classroom Teachers (Core Subjects)	26	31	36	41	41
Classroom Teachers (Computer Science)	1	2	3	4	4
Student Support Position 1 (Student Supports Coordinator)	2	2	2	2	2
Special Education Teacher	2	3	3	4	4
Literacy Coordinator	0	0	2	2	2

Office Manager	1	1	1	1	1
Teacher Aides and Assistants	0	0	0	0	0
School Operations Support Staff	0	0	1	1	1
Total FTEs at elementary schools	**34**	**41**	**50**	**57**	**57**
High School Staff					
Principals	0	1	1	1	1
Assistant Principals	0	0	0	0	0
Deans	0	0	0	0	0
Director of Curriculum and Instruction	0	1	1	1	1
Classroom Teachers (Core Subjects)	0	6	12	18	24
Classroom Teachers (Specials)	0	0	0	0	0
Student Support Position 1 [e.g., Social Worker] Student Supports Coordinator	0	1	1	1	1
Special Education Teachers	0	0	1	1	2
Total FTEs at high schools	**0**	**9**	**16**	**22**	**29**
Total network FTEs	**39**	**55**	**70**	**82**	**91**

Staffing Plans, Hiring, Management, and Evaluation

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

We have established a pipeline of potential school leaders. We are training Anthony Fowler, the Dean of Students and 6th Grade Chair, and Arlyn Ilgenfritz, the 5th Grade Chair and 5th Grade Reading Teacher, for future leadership positions. In addition to these two individuals, we have identified teachers and staff members with leadership potential who will be considered for future leadership positions, both within the school and in the network.

Mr. Fowler and Ms. Ilgenfritz participate in a year-long internal leadership development program. Accordingly, both individuals have taken on additional responsibilities related to finance, governance, people management, and instruction. During this process, they are being formally evaluated on their performance.

2. *Describe your organization's strategy and plans for recruiting and hiring teaching staff, including the plan for hiring "Highly Qualified" staff in accordance with the Elementary and Secondary Education Act (ESEA). Explain other key selection criteria and any special considerations relevant to your school design.*

We will continue to aggressively recruit high quality teachers by casting a wide net in both traditional and non-traditional venues. We will seek highly qualified staff through Teach for America, career fairs, college alumni associations, multimedia resources and Young Education Professionals. Candidates must be 100% aligned with the mission and demonstrate academic success with our target population. Applicants who provide a resume and cover letter will start a process that includes resume review, telephone interview, in person interview, sample teaching lesson, and reference/criminal background checks. All hires will be certified to teach their content and grade in Tennessee.

Specific to NACS is the need for a technically competent full time staff member to develop a serious pilot of a computer programming instructional model, and plan for a school that incorporates programming as a core content class. This staff member will also be responsible for implementing this program in its inaugural year.

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

The Chief Executive Officer will have a direct reporting line to the Nashville Prep board and therefore the board will be responsible for evaluating the Chief Executive Officer.

The School Director will be evaluated by the CEO prior to the end of each year's contract, based on criteria set forth by job responsibilities and all elements of the school's Accountability Plan. This evaluation will be reviewed and approved by the Nashville Prep board. Results will be in writing and included in the employee's personnel file.

The Director of Academic Operations, Director of Operations, Literacy Coordinator (years 1 and 2), and Director of Student Recruitment and Family Outreach will be evaluated by the CEO twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

The Director of Curriculum and Instruction, Office Manager, Literacy Coordinator (years 3 and beyond), Student Supports Coordinator and all other school staff will be evaluated by the School Director twice per year, based on criteria set forth by job responsibilities. Results will be in writing and included in the employee's personnel file.

Based on the above evaluation process, the board, CEO or School Director will determine if teacher and leadership performance is satisfactory. Unsatisfactory leadership or teacher performance will result in a probationary period for those individuals. During this probationary period, teachers or staff members will have concrete performance goals and daily feedback meetings. If performance continues to be unsatisfactory, additional steps such as terminating or not renewing a contract will be taken.

Professional Development

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

A comprehensive outline of our Summer Institute, monthly professional development, weekly professional development, and daily professional development is included in our initial charter. Professional development will be conducted by the network and at the school level. Daily and weekly professional development will be concentrated internally on a school level. Most of the feedback our teachers will receive will be from their peers, grade level chairs, and School Directors at their own schools. Feedback and data meetings will be structured into the school

day. Friday afternoon professional development will also be conducted internally. The bulk of this time will be spent improving school wide systems and working in content and grade level teams.

Network-wide professional development will occur mainly during Summer Institute and full professional development days. Network wide professional development will allow for curricular collaboration, taxonomy practice, and sharing of best practices. For example, this time would allow the 5th grade math team at Nashville Prep to collaborate with the 5th grade math team at NACS. Network wide professional development might also be used for senior teachers to lead a taxonomy session or rigor workshop for the entire network.

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.

The below table outlines NACS' revised educational targets (both annual and long term) and assessment tools:

Global Goals:

In 8th grade, 100% of students who attend NACS from 5th-8th grade will score Proficient or Advanced on the Science, Math, Social Studies, Writing, and Reading TCAP.

Each year, 80% of NACS students earning promotion to the next grade will score at least 75% on the Comprehensive end-of-year exam in all subjects (Writing, Reading, Science, Social Studies, and Math).

Academic Performance Goals	Assessment Tools	Annual Target (Relative)	Annual Target (Absolute)
1. Students master content in reading and demonstrate proficiency as readers of the English language.	TCAP Comprehensive end-of-year exam Scholastic Reading Inventory (SRI)	**NACS students** will, on average, close the Williamson County TCAP Reading gap in Advanced/Proficiency (combined) by 85% after one year at NACS, 100% after two years and 125% after three years. **NACS students will**, on average, close the Williamson County TCAP Reading gap in Advanced by 100% after one year at NACS, 125% after two years and 150% after three years.	**75%** of NACS students will, on average, achieve Proficient or Advanced scores on the 5th grade ELA TCAP. **30%** of NACS students will, on average, achieve Advanced scores on the 5th grade ELA TCAP. **90%** of NACS students will, on average, achieve Proficient or Advanced scores on the 6th grade ELA TCAP. **50%** of NACS students will, on average, achieve Advanced scores on the 6th grade ELA TCAP. **All students** will achieve at least 2 years of growth on the SRI every year until they are at or above grade level, at which time they will achieve at least 1.6 years of growth until they are two grade levels ahead.
2. Students master content in writing and demonstrate grade level proficiency or higher and progress one year or more every year in writing.	Comprehensive end-of-year exam. 5th grade TCAP writing exam. Teacher's anecdotal evidence.	**NACS students** will, on average, close the Williamson County TCAP Writing gap in Advanced/Proficiency (combined) by 75% after one year at Nashville Prep (test in the 5th and 8th grades). **NACS students** will, on average, close the Williamson County TCAP Writing gap in Advanced by	**100%** of 5th grade students will score Proficient on the TCAP Writing Assessment and **40%** will score Advanced.

		75% after one year at NCA.	
3. Students master content in math and demonstrate increased academic achievement in mathematics annually in tested areas.	TCAP. Comprehensive end-of-year exam.	**NACS students** will, on average, close the Williamson County TCAP Math gap in Advanced/Proficiency (combined) by 125% after one year at NACS, 150% after two years and 175% after three years. **NACS students** will, on average, close the Williamson County TCAP Math gap in Advanced by 125% after one year at NACS, 150% after two years and 175% after three years.	**90%** of NACS students will, on average, achieve Proficient or Advanced scores on the 5th grade Math TCAP. **35%** of NACS students will, on average, achieve Advanced scores on the 5th grade Math TCAP. **100%** of NACS students will, on average, achieve Proficient or Advanced scores on the 6th grade Math TCAP. **50%** of NACS students will, on average, achieve Advanced scores on the 6th grade Math TCAP.
4. Students demonstrate grade level proficiency or higher, and progress one year or more every year in science.	TCAP. Comprehensive end-of-year exam.	**NACS students** will, on average, close the Williamson County TCAP Science gap in Advanced/Proficiency (combined) by 100% after one year at NACS, 125% after two years and 150% after three years. **NACS students** will, on average, close the Williamson County TCAP Science gap in Advanced by 100% after one year at NACS, 125% after two years and 150% after three years.	**90%** of NACS students will, on average, achieve Proficient or Advanced scores on the 5th grade Science TCAP. **30%** of NACS students will, on average, achieve Advanced scores on the 5th grade Science TCAP. **100%** of NACS students will, on average, achieve Proficient or Advanced scores on the 6th grade Science TCAP. **50%** of NACS students will, on average, achieve Advanced scores on the 6th grade Science TCAP.
5. Students demonstrate grade level proficiency or higher, and progress one year or more every year in social studies.	TCAP. Comprehensive end-of-year exam.	**NACS students** will, on average, close the Williamson County TCAP Social Studies gap in Advanced/Proficiency (combined) by 100% after one year at Nashville Prep. **NACS students** will, on average, close the Williamson County TCAP Social Studies gap in Advanced by 100% after one year at NACS, 125% after two years at NACS and 150% after three years at NACS.	**100%** of NACS students will, on average, achieve Proficient or Advanced scores on the 5th grade Social Studies TCAP. **75%** of NACS students will, on average, achieve Advanced scores on the 5th grade Social Studies TCAP. **100%** of NCA students will, on average, achieve Proficient or Advanced scores on the 6th grade Social Studies TCAP. **90%** of NACS students will, on average, achieve Advanced scores on the 6th grade Social Studies TCAP.
6. Students will demonstrate proficiency in computer programming by the end of the 8th grade.	Java C++	By the end of the 8th grade, students will be able to demonstrate the computer programming proficiency of a college computer science student at the end of their freshman year.	**Objective 1**: Students will understand and use basic programming concepts and techniques. **Objective 2**: Students will understand and use basic concepts and techniques in computer organization, architecture and operating systems. **Objective 3**: Students will use problem-solving skills to design, implement and test programs individually. **Objective 4**: Students will use problem-solving skills to design, implement and test programs as a member of a team.

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

The school's organizational viability will be measured and reported to ensure that fiscal and financial controls are effectively implemented and that the school remains a financially strong and healthy organization over time. We will also specifically measure student enrollment, student retention and parent satisfaction with the organization. These organizational goals are outlined in Section 1 of Nashville Prep's original charter.

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

To accomplish our goals, under the direction and leadership of the CEO and NACS School Director, we will measure academic progress extensively and precisely using a wide variety of ongoing assessment tools. We believe that it is important to regularly and objectively assess student achievement and instructional effectiveness and to prepare every student to succeed on any form of assessment, be it designed by the school or standardized exam. In addition to Tennessee and nationally-normed assessments, we will ensure that baseline, cumulative and comprehensive interim and end-of-year assessments developed by the school are frequent, relevant, and aligned with TN and Common Core Standards. We view our frequent assessments as tools to help teachers strategically use data to inform instructional decisions in order to ensure student mastery.

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

The network will closely monitor the academic performance of its schools to ensure that goals are being met. If schools fail to meet student achievement expectations, we will conduct a full-scale analysis of the personnel and systems involved. We will make any necessary changes to ensure that schools are meeting student achievement expectations.

If a classroom is underperforming academically, we will invest additional resources in that classroom, or make changes to our instructional approach. For example, we might decide that based on student performance, one classroom needs additional push-in students supports, or that a certain cohort should receive modified class materials. To address academic underperformance, we will provide two kinds of interventions: school-wide programs and referral-based services. School-wide programs have no screening criteria: all students will participate in these programs, which include Independent Reading, Focus, Homework Club and Detention.

Referral-based services will directly target students with particular deficits – whether academic, organizational, socio-emotional or behavioral – that put them at risk for academic failure. We will offer a wide-range of referral-based services including, but not limited to Saturday Academy (a biweekly tutoring program), Book Club (an intensive, one-hour daily reading group), and mandatory Friday afternoon tutoring.

More information about the above support systems can be found in Section 4 of Nashville Prep's original charter.

5. *Describe the organization's plans to monitor performance of the portfolio as a whole. What actions will you take if the network as 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.*

We will monitor performance of the portfolio of the school via an annual internal review of operations, curriculum, and culture. If based on this review the network as a whole fails to meet goals, we will conduct an exhaustive review of the systems and personnel involved. Based on this review, we will determine any necessary action steps. Our growth plan as it currently stands is limited to our second middle school.

Section 3: Financial Plan and Capacity

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.*

Through a combination of school staff and outsourced services, Nashville Academy of Computer Science has developed a plan for ensuring all critical business functions are addressed, and financial and operational excellence is just as much a priority as academic excellence. Nashville Academy of Computer Science plans to piggyback off the existing relationship Nashville Preparatory Middle School has with EdTec, an outsourced back-office firm exclusively for charter schools, to contract for the standard suite of back-office transactional services – accounts payable processing, accounting, payroll, and financial statement development – as well as additional support around reporting compliance, budgeting and forecasting, cash flow planning, scenario building, and growth planning. While the school will put out all contracts to bid through a formal RFP proposal to comply with Tennessee law, Nashville Academy of Computer Science will likely decide that key criteria make this contract eligible for sole sourcing given the current relationship with EdTec, the inclusion of other support services beyond the standard transaction support, their experience with Tennessee charter schools, and has a demonstrated track record for service quality and excellence. The Office Manager at Nashville Academy of Computer Science, in close coordination with Operations Support, will primarily manage the relationship with the back-office firm, and he or she will be responsible for working with the firm across the transactional areas to make sure the firm has all the required information to provide services.

Accounts Payable: The Office Manager will manage the purchase order and invoice approval process, as well as direct communication with school-specific vendors. Approved invoices, based on the adopted budgeted and consultation with the Chief Executive Officer, School Director, and department leads will be submitted to the back-office firm for processing. These invoices will be submitted with coding based on the adopted budget and the implemented chart of accounts that conforms to Tennessee requirements. The back-office firm will enter the transactions, and then it will generate a report for review and quality assurance. Once the Office Manager has reviewed and approved the entry, he or she will request payment of either all or select invoices. Once payments have been issued, the back-office provider will generate a check register which identifies all payments made for reference and an aging report for any unpaid invoices. Each month, the Office Manager will prepare a combined check register for all payments made on behalf of the school for review by the board as part of an additional layer of financial oversight.

Credit card and debit card transactions will have a separate process for entry to ensure that 1) information is being entered into the accounting system and 2) all back-up and receipts are being collected. In both cases of regular invoices, as well as credit and debit card activity, the school will retain physical copies of all purchase and invoice documentation, filed by vendor, for each fiscal year. In addition, the back-office firm will keep electronic versions to make sure the school has adequate documentation. In the case of payments to independent contractors, the

Office Manager will collect W-9s from all eligible vendors. The back-office provider will complete all the required reporting for vendors to IRS.

Accounting: The Office Manager will be responsible for submitting bank statements, unless available online, and deposit logs each week. Based on the adopted budget and the implemented chart of accounts, revenue will be entered by the back-office firm. In addition, other financial activity not originating within the accounting system, like for example payroll activity, or input through the accounts payable processing will be entered by the back-office accounting staff. Regardless of information being submitted or not, the back-office firm will still complete weekly cash reconciliations to clear checks issued through accounts payable processing and temporarily recognize activity until documentation is supplied. Other ancillary support functions by the back-office firm will include maintaining a fixed asset schedule and ensuring all depreciable expenses are being treated properly. In addition, the back-office firm will make sure transactions that should be applied to the balance sheet are correctly treated like prior year accrued revenues and expenses, recognition of the principal portion of loan payments. Finally, the back-office firm will be responsible for working closely with the independent audit firm selected by the school to make sure it has all the required documentation and schedules developed each year for the audit process. All financial records will be maintained using generally accepted accounting principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB), TN Comptroller requirements for charter schools, and any other requirements, as outlined in the Tennessee Internal School Uniform Accounting Policy Manual. The fiscal year will be July 1 through June 30.

Payroll: Operations Support will be responsible for maintaining employee files, including but not limited to, employment agreements, certifications, credentials, W-3s, I-9s, and other payroll information like salaries, wages, deductions, garnishments, and direct deposit information. On a semi-monthly basis or frequency that aligns with the school's pay period frequency, Operations Support will submit any recurring and new payroll information to the back-office firm. From there, the back-office firm will collate all the information, ensuring there are no inconsistencies, potential errors, or missing documentation, and generate a payroll preview through a utilized payroll provider like PayChex or ADP. Once Operations Support has approved payroll, the back-office firm will process the payroll and coordinate delivery. On a quarterly basis, the back-office provider will also be responsible for all of the required tax reporting to IRS and any state agencies. In addition to the standard payroll processing, the back-office firm will manage reporting to MNPS all required payroll information for the purposes of completing TCSR reporting, as well as health insurance reporting.

Financial Statement Development: Each month, the back-office firm will be responsible for preparing standard financial statements, including an income statement, balance sheet, statement of net assets, and cash flow statement. In addition, this information will be completed with a budget vs. actual analysis and trending analysis to ensure that the school is on track to meet its adopted budget. The back-office firm will be responsible for preparing a monthly or quarterly analysis to the board and school leadership on the ongoing finances of the school. During the budget development process each year, the school will engage the back-office firm for their assistance in developing the next year's budget that meets adopted sustainability goals both in the short-term and in the longer term.

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

On an annual basis, all charter schools in the state of Tennessee must contract with an independent, approved certified public accountant or accounting firm to complete an audit of the school's financial information no later than September 30th. Each spring, the finance committee will solicit bids for these services, evaluating firms submitting bids for their experience and expertise with charter schools, reputation, and cost. After an audit firm is selected, the firm will present to the board an overview of the audit process, as well as the roles and responsibilities of all involved parties. When the audit process begins, the Chief Executive Officer, Director of Operations, Operations Support, Office Manager, and back-office provider will make sure that the audit firm has access to all necessary financial information and records as well as non-financial records and documents maintained by the school in advance of actual audit field work. During the course of the audit field work, any other documents requested by the firm will be provided in a timely manner. After the audit is complete, the board, along with the Chief Executive Officer, Director of Operations, Office Manager, and Operations Support will review the audit report and management letter. In addition, the audit firm will be asked to present the findings to the board. Should the audit report or management letter include any findings, including but not limited to material weakness or significant deficiencies, Nashville Academy of Computer Science will address the issues flagged in a formal action plan on how the issues will be resolved. Copies of the final audit report will be forwarded on to the TN Comptroller's office, as well as MNPS.

3. *Provide, as **Attachment 4,** detailed budgets for the operator at the network level AND for EACH proposed school. You may reference school-level budgets provided in the original application, as appropriate.*

   See **Attachment 4**.

4. *Present, as **Attachment 5,** a detailed budget narrative describing assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising).*

   See **Attachment 5**.

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

   Nashville Academy of Computer Science has made a modest assumption of $50,000 in private funding each year, which is consistent with the fundraising experience of Nashville Preparatory Middle School it its first two years. As the organizational steward, one of the critical responsibilities of the Chief Executive Officer is interacting and interfacing with potential funders, securing supplemental resources for the charter school and its initiatives. Nashville Academy of Computer Science has also committed a limited amount of spending

to fundraising activities within its budget, $5,000 each year, to spend on grant writing technical assistance and fundraising-related expenses. Through a comprehensive approach of donations, both private and corporate, fundraisers sponsored by the school and board, and competitive grants, Nashville Academy of Computer Science expects to fundraise the $50,000 each year. Given the academic success of Nashville Preparatory Middle School and the focus on computer science, Nashville Academy of Computer Science expects to be an attractive option for educational philanthropy.

Section 4. Portfolio Review/Performance Record

Chartering authorities will base approval decisions, in substantial part, on the organization's past performance. Provide the following information about schools operated by the organization.

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

See **Attachment 6.**

2. *Select one or more of the consistently high-performing schools that the organization operates, and discuss the school's performance.*

   a. *Be specific about the results on which you base your judgment that the school is high performing. Include student achievement status, growth, absolute, and comparative academic results, as available.*

In the school's first year of operation, Nashville Prep far exceeded the performance of Metro Nashville Public Schools (MNPS) and other Nashville area charters, as measured by the Tennessee Comprehensive Assessment Program (TCAP). Nashville Prep had the highest scores of all open enrollment public schools in Nashville on the 5th Grade Math, Science, and Social Studies TCAP assessments. The school also had the highest English Language Arts (ELA), Social Studies and Science growth within MNPS. Nashville Prep was also recognized as "The Most Innovative School of the Year" by the Tennessee Charter School Association, and Stanford University's CREDO study ranked Nashville Prep as the top performing charter school in Tennessee.

The school's TCAP and TVAAS scores are broken down below by subject:

	Nashville Prep TVAAS Score	MNPS TVAAS Score	Nashville Prep Prof./ Adv. (TCAP)	MNPS Prof./Adv. (TCAP)
Science	17.89	.25	78.75%	42.57%
Social Studies	20.62	2.2	97.5%	81.8%
ELA	13.34	1.76	63.75%	47.1%
Math	13.07	3.29	79%	45.61%

   b. *Discuss the primary causes to which you attribute the school's distinctive performance.*

Our school's distinctive performance can be attributed primarily to our rigorous academic program, no excuses attitude, and teacher-training program.

College preparation is our True North, and dictates every decision we make as a school. Our curriculum is rigorous and aligned with Tennessee and Common Core standards. Our instructional staff has researched and incorporated best instructional practices from top performing charter schools nation wide. We have a longer school day, longer school year, three hours of literacy instruction and two hours of math instruction daily, along with classes over the summer and on Saturday.

We have a no excuses mindset as a school that drives our success in the classroom. We hold ourselves accountable for student achievement, and do not settle for anything less than excellence. We are constantly asking ourselves how we can hold both staff and students to higher standards. If we fall short of our own standards, we immediately analyze what went wrong, and create plans for improvement.

As a school, we believe that high quality teacher is a school's most important resource. We invest extensive time and money to training teachers. Through our professional development program, we train champion teachers who are capable of obtaining exceptional results. We recruit talented and mission aligned teachers, and then give them the resources they need to be successful inside the classroom.

> c. *Discuss any notable challenges that the school has overcome in achieving its results.*

Nashville Prep saw dramatically higher attrition in our first year than we anticipated. [7] 33 out of a total starting class of 102 un-enrolled between the first day of school, August 2, and the end of the year. We had open enrollment throughout the year, which means we accepted any eligible students until we hit our budget number, 90. We never expelled a single student and we never counseled any students out based on academic performance. The biggest drivers of student attrition were disagreement with discipline policies, moving, transportation issues, and student dissatisfaction.

Based on our experiences in our first year, we were even more explicit with parents in parent orientation sessions about our discipline policies. We now even include many parent testimonials at these events. We've found that just having existed for a year already with strong results has caused parents to have a lot more faith in our discipline policies than last year. We've also begun to more openly discuss, encourage and measure character values: grit, optimism, self-control, and zest. We learned a lot from Paul Tough's recent book, and sharing that research with parents, along with tweaking our systems to align with our values, has helped everyone understand why we hold the behavioral bar so high.

> d. *Identify any ways in which the school's success has informed or affected how other schools in the network operate.*

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[7] Gupta, Ravi. "How do we keep the students who need us the most?" *Prep Blog.* Nashville Prep Charter School. 11 Mar. 2013.

The success of Nashville Prep will inform the way Nashville Academy of Computer Science will operate. Nashville Academy of Computer Science will adopt the best practices, curriculum, and systems of Nashville Prep. The two schools will share an Operations Manual, a Staff Handbook, a Dean of Students Manual, and a Student Handbook. The instructional and operations teams at both schools will collaborate frequently and effectively.

3. *Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's performance.*

This question is not applicable to Nashville Prep. We do not operation any schools whose performance is low or not satisfactory.

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

This question is not applicable to Nashville Prep.

5. *For all schools operating in the state of Tennessee, provide the following in **Attachment 8** (a) the most recent audited financial statements for each school or school(s); and (b) the most recent internal financial statements, including balance sheets and income statements.*

See **Attachment 8A** for the audited financial statement from our first and only year of operation and **Attachment 8B** for our most recent internal financial statements.

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

This question is not applicable to Nashville Prep.

7. *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."*

This question is not applicable to Nashville Prep. We have never terminated any contracts.

8. *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.*

This question is not applicable to Nashville Prep. We have no charter revocations, shortened or conditional renewals, or withdrawals/non-openings.

9. *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.*

This question is not applicable to Nashville Prep. We have no performance deficiencies or compliance violations.

10. *Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. If applicable, provide in **Attachment 10** (1) the demand, (2) any response to the demand, and (3) the results of the arbitration or litigation.*

This question is not applicable to Nashville Prep. We have not been involved in any litigation.